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ABSTRACT

The document presents a procedural guide for setting up and managing a job placement program for high school graduates. Four alternative models are presented: (1) a school-based model involving a placement person, placement office, comprehensive program, and integration into the school program; (2) a placement team model, involving teacher volunteers; (3) a regional center model, a cooperative plan utilizing a regional vocational center; and (4) a senior placement assistant model, featuring the active involvement of a placement assistant during the final semester to assist seniors in job-seeking. Steps for a comprehensive placement program are presented together with materials that will help the students and placement person in the process of job-seeking: (1) needs assessment, discussing student needs and employer needs; (2) job development; (3) student development, descriptions of job-seeking/job-keeping seminars, services for undergraduates, games, activities, forms, and questionnaires; (4) the placement system, discussing the placement of younger students, the company file, various job-related forms, placing seniors before graduation, and coordination with existing placement agencies; (5) student followup, focusing on employer role, post-graduate followup methods and forms, and undergraduate followup groups; and (6) evaluation methods and forms. (EC)

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A STEP - BY - STEP GUIDE TO JOB PLACEMENT

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Mt. Ararat School
Topsham, Maine 04086

If You Are Thinking of Opening a Job Placement Office . . .

There have been many moments of pride since the Mt. Ararat Job Placement Office opened its doors. There have also been moments of disappointment, sadness and frustration. In the merging of employers and employees there have been some very worthwhile relationships established. We have found many people in the community who are willing to put themselves out to help our project. We have found businesses which would create positions for our students; we have found business people who are willing to come into the school to act as career resources; and we have found employers who will take students into their workplaces to see what jobs exist there, and what tasks are performed on these jobs. We have been able to aid graduates in finding permanent full-time jobs, and we have helped students supplement their family incomes with part-time, summer and odd jobs. Hopefully, we have helped to instill in our students a sense of the world of work. But most importantly, we hope to be able to improve the quality of our services as time goes on, providing our students with a solid background for making the transition from school to work.

In writing this Procedural Guide, we have listed all of the steps which we have employed in setting up our own office. I would suggest that you weigh and evaluate materials, group meetings, etc., and adapt what we have used to suit your school's situation.

If it is at all possible for us to be of assistance to any of you who are tackling Job Placement, please contact us. We are more than willing to share our experience.

Sue Miller

FORWARD

Before we discuss how to set up a placement program and propose various ways of managing such a program, I would like to say a few words about why it is worthwhile to expend our energies to help kids find jobs.

Statistically, the majority of Maine high school graduates do not pursue higher education after high school. Sixty per cent of the class of 1974 did not continue their education immediately after graduation. This is an increase of twelve per cent since 1970. At the same time, that majority of students which enters the labor market receives little formal placement assistance. A study by the Bureau of Vocational Education (Youthful Maine Workers, 1972) found that only four per cent of those surveyed received any placement assistance from counselors or teachers. Likewise, no males and only eight per cent of the females had made use of employment agencies. It is little wonder that the unemployment rate of those under twenty-five is significantly higher than that of all age groups but the elderly!

For years schools have provided assistance to college-bound students. College speakers are invited in to talk with students, information and materials for college entrance exams are distributed, help in filling out applications for college is available. And yet schools do not claim to be in existence just for the college-bound. If it is true that sxhools are for all students, then placement services should be extended to all school leavers, whether they choose to go on to school or work. Above and beyond this, if schools feel that they are turning out a product they can be proud of, they should help support their students in the transition from high school to their new lives. Simply issuing the diploma should not be the end of the school's function.

The following is a procedural guide for those educators who want to respond to job placement needs of students. It outlines two basic approaches-school-based and placement team, and presents two other alternatives - regional center program and a senior placement assistant. The guide attempts to describe in detail the elements of a comprehensive placement program as we see them. We have tried to tell you how we did it -- and hope that you may find a program through our suggestions that is adapted to your needs. This guide is a result of two years of developing and field testing by the Mt. Ararat Guidance Department. We feel that job placement has paid great dividends to us at Mt. Ararat. It has helped us to demonstrate to the community and kids that we are a school for all students -- one that sees worth in the world of work. We hope this guide can help others to get started and reap these dividends.

INDEX

Overall design of program........1
    School-based Model........1
    Placement Team Model........4
    Regional Center Model........6
    Senior Placement Assistant Model........7
The Placement Process........9
    Needs Assessment........9
        Counselor Visitation Form........9A
        Letter to Employers........9B
        Employer Needs........10
        Employer Survey........10B
    Job Development........11
    Student Development........12
        Job-Seeking/Job-Keeping Seminars........12-17
        Mock Interview Game........17
        Undergraduate Seminar........19
            Evaluation Questionnaire........19AB
        Cashier Game........21
        You As a Worker Group Format........23
        Out On Your Own Game........23
        Senior Job Hunting........25
    Placement........26
        The Placement System........26
        The Application........26
        Placing Younger Students........27
        The Application Form........27B
        The Job Order........28
        Company File........30
        The Interview Card........31
        Placing Seniors Before Graduation........31
            Contract for Graduation........31B
        Coordination with Existing Placement Agencies........32
            Work/Study Programs........32
            Maine Employment Security Commission........33
            Neighborhood Youth Corps........33
    Follow-Up........34
        Employer Follow-Up........34
            Follow-Up Card........34B
        Post-Graduate Follow-Up........34
        Graduate Survey........34
        Follow-Up Sheet........34C
        Job Hunt Team........35
        Faculty/Graduate Get-Together........35
            Agenda........35B
        Under-Graduate Follow-Up........36
            Questionnaire........37BC
            Evaluation Form........38BC
    Evaluation........39
        Evaluation Form........40

OVERALL DESIGN OF THE PROGRAM

The placement models which we developed at Mt. Ararat School were designed with the intention of giving the students:

1. A comprehensive program which includes teaching the job-seeking and job-keeping skills which they will use throughout their lifetimes, and helping them to locate appropriate employment. To do this we needed to develop two simultaneous programs, an in-school student-oriented educational component and a community-based employer development component. Our in-school program consists of developing methods to teach students job-seeking and job-keeping skills, and giving them an understanding of the role of the Placement Office. Our employer development program includes establishing and maintaining contact with employers who might potentially hire students, as well as those currently employing students through the Placement Office. Both student and employer programs come together in the final steps of our design: placing students, following up these placements and evaluating the program as a whole.

2. A second guideline which we considered in setting up our models is that students should see the placement program as an integral part of their school's services. We wanted the students to see a relationship between the school and the world of work, instead of thinking of the Placement Office as a separate function which just happened to be housed in the school building.

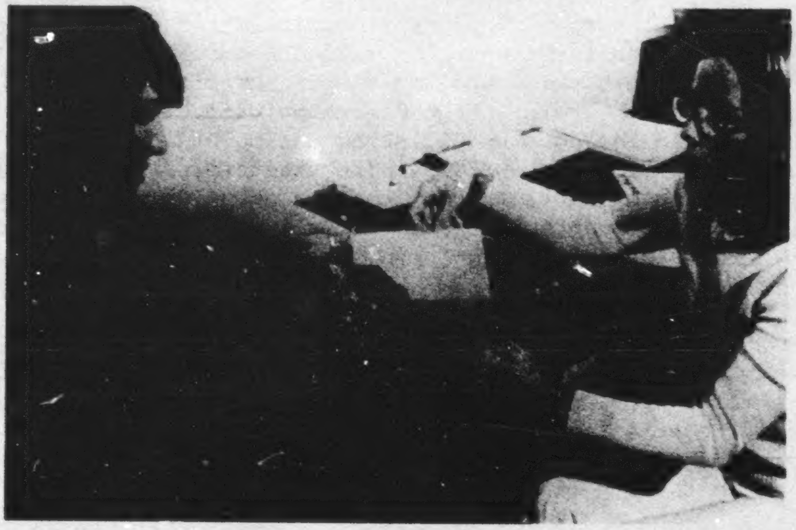
3. Finally, our program has to reflect the needs of a rural state and rural youth. It must take into consideration the kinds of problems, such as transportation and availability of work, which exist in a wide-spread territory that does not offer the variety and number of jobs as an industrial area might.

THE MODELS

I. School-Based Model

At Mt. Ararat we have been fortunate enough to be able to open a full-time Job Placement Office with the assistance of federal funds allocated through the Bureau of Vocational Education. I was hired to fill a fourth slot in the Guidance Office and was therefore able to set up a placement program with an office which could be specifically designated the "Job Placement Office." The other members of the Guidance Office have been extremely helpful in integrating the program into the school and in allotting me the freedom to come and go in order to meet with employers and students on the job. My responsibility as a member of the Guidance Department is handling all of the pre-employment, placement and follow-up functions, as well as dealing with anything else relating specifically to placement and work. Other members of the Guidance Department have willingly become involved when needed in such things as seminars and groups. Reciprocally, I have been able to help with scheduling of students and some of the paper work handled through the Guidance Office.

During the first full year of the project we also had Molly Graffam with us. Her job was to design and develop materials which could be used to teach job-seeking and job-keeping skills. She also established formats for follow-up meetings and wrote guides for teachers using our materials. Much of the information in this guide was compiled by Molly, and I will refer to her often throughout my presentation.



The basic format of this school-based model involves: 1) myself as placement person, 2) a room which students can identify as the Job Placement Office, 3) a comprehensive program which provides pre-employment, placement and follow-up services, and 4) integration into the existing school program. Although these four elements seem pretty well intertwined to me, it might be helpful if I described the part each plays in our program.

1. The Placement Person - I came to Mt. Ararat with a background in both education and personnel services. However, it did not take long for me to realize that the most important qualities needed for this job do not necessarily stem from past experience. I feel that anyone who sincerely wants to help kids make a good transition to the world of work has the makings of a good placement person, especially since the materials which have been developed here are available to anyone who would like to work with them.

   The tasks which the placement person must accomplish are varied. In the first place, he must be able to talk with students as well as employers. At times I find it difficult to remain unprejudiced--there are some employers who I tend to favor, and some students who I am hesitant to refer.

This brings out a real dilemma to me--I am here to help students, yet the ones who need the most help are often the ones I hesitate to send to employers. Sometimes I have to gamble, and I would say that the results have been about 50 per cent successful. I have succeeded in alienating a few employers, but not as many as I feared I might!

In setting up a placement program I have needed to balance my time between school and the community. I have found it increasingly difficult to get out into the community, but I am working on that as this year's project. In the school I have needed to set up a working office and file system, interview students, arrange for follow-up groups (most of which Molly conducted), seminars, speakers, etc. Out of school I have visited numerous employers to introduce them to the program, spoken at meetings of business and service organizations, arranged for newspaper and radio publicity, and met with employers to follow up student progress and failures. If you're an organizer and like to keep busy, this would probably be a great job for you!

2. The Placement Office - We have been fortunate enough to have an office all to ourselves within the Guidance Department. This has been ideal, but I think that any room, or section of room, within the school could serve the purpose effectively. Students have been made aware of the existence of the Placement Office by announcements in the school paper and Student Handbook, by our efforts to visit classes, and by use of bulletin boards and daily notices. Once students have paid us the initial visit the majority of them seem to feel free to come again! The office itself houses all of our materials, student and employer files, provides a meeting place for groups, and makes it easy for students and employers to find someone to speak to about work and careers. A vital component is the telephone, which gives me quick access to the "outside world" and easy availablity to employers. The walls also provide a good space for posters and pictures to advertise work attitudes, Social Security cards, etc.

3. We have designed our program so that is is comprehensive in scope. We have found that job placement is frequently viewed as the "simple" matching of individuals with jobs. At Mt. Ararat we see placement as only a part of the function of the Job Placement office. We have designed our program so that it lasts throughout the school year; it concentrates on Senior needs, but also reaches younger students through educational components, pre-employment groups, and placement in part-time and summer jobs which give students needed money and work experience. We try to stay abreast of students' needs, and especially by becoming aware of Senior plans for after graduation and their ideas for reaching these goals. Finally, by keeping track of students on the job we can be aware of the strengths students have to offer employers and the weaknesses which should be worked on. The elements involved in continuing this comprehensive program are:

    1) Needs assessment
    2) Job development
    3) Student development
    4) Placement
    5) Follow-up
    6) Evaluation

Each will be discussed at length further on in the text.

4. Integration into the school program at Mt. Ararat has played an important part in getting cooperation from other departments in the school. This has involved informing teachers of the purpose of the Placement Office, preparing materials to teach job-seeking and job-keeping skills, utilizing these materials in classes (both by conducting classes ourselves and by making these materials and ourselves available to teachers who use them in their own classes). Beyond the program itself, I have also tried to be involved in other projects, such as Faculty Committee, Pupil Evaluation Team, and Keyettes. Last year Molly coached the girl's varsity basketball team (with a good amount of success) and ran the in-school Neighborhood Youth Corps program.

   The only limitation or complication which I have felt in setting up this model has been that I find myself getting too wrapped up in the goings-on at school, and getting out of the building too rarely. However, I do feel that this is something which I can overcome, and I'm making it my "New Year's" resolution!

II. Placement Team Model

It is not realistic to expect that all schools can manage to have one person solely in charge of job placement services. Anticipating that many school systems which were interested in providing job placement assistance would balk at the idea of a full-time placement person, we devised a model for a placement team. At Mt. Ararat there were a number of teachers who were interested in helping Seniors plan for their futures. We organized these people into a volunteer group called the Placement Team. The rationale for the Placement Team is that a number of involved people would come in contact with the majority of Seniors at different times, likewise they would know a variety of potential employers. Pooling their resources and information, this group could service a number of students with a smaller investment of time and energy on the part of each team member. Reviewing the four components of the Placement Person In-School Model, you can see the workings of the Placement Team Model:

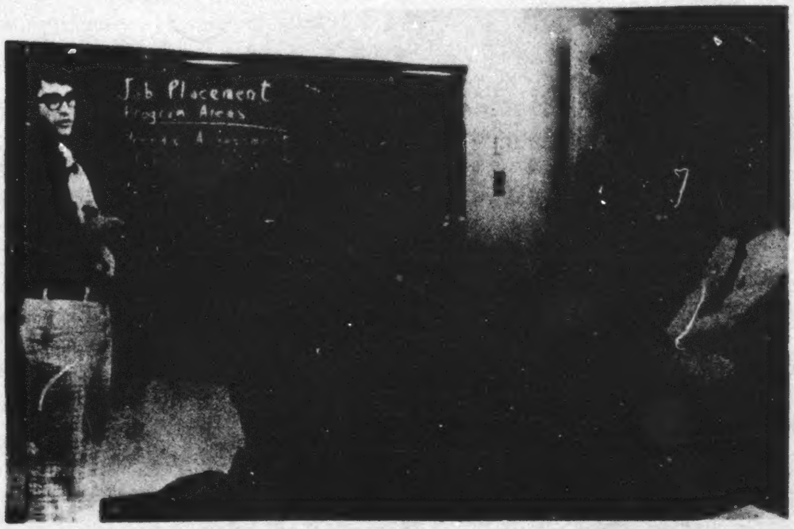
1. Placement Person - Instead of _a_ placement person, the team comprised members of the guidance staff, teachers, teacher aides, secretaries, and a custodian. (Community representatives are also a valuable asset).

2. Placement Office - Instead of students having a central place to go to seek aid in finding work, the members of the Placement Team operated out of their various locations in the building, and would have to contact students themselves. This works especially well with teachers, secretaries and counselors who each see some of the students on a regular basis. A regular meeting place for the team was established in the Guidance Office Career Center, and materials which all were interested in could be left there so that they would be generally available.

3. The concept of a comprehensive program for job placement could be handled by members of the team in their individual contact with students and in classes. After the needs assessment survey was administered to all Seniors in their English classes, a master list of those needing aid in finding employment was given to all members of the team. At a meeting the list was divided so that each student had one member of the placement team as an advisor. Additionally, the group would periodically review the entire list to see who was still in need of help. The group gathered on a Saturday to review the educational materials relevant to the world of work which already existed in the school, and developed four more educational kits which could be used in various classes. This was a day well spent (although stormy) and there have been repercussions in teacher interest in the program since then. After all, if we can provide exportable materials, with teachers' guides included, we can save time for these teachers by preparing their lessons for them.

4. I believe that it is extremely obvious that the Placement Team Model is intrinsically an integral part of the school program, and its involvement in school activities needs no further explanation.

There were definite limitations for us at Mt. Ararat in getting the Placement Team to function as we wished. In the first place, it was hard to get the team together; secondly, many team members did not have the time to make contacts for students; thirdly, the team is not capable of meeting the demand for summer and part-time employment. Finally, at Mt. Ararat this team functioned as an extension of the Placement Office, and we were confused about how much we should demand from these volunteers when we had a full-time placement staff. However, I feel that the idea of the Placement Team is very workable, and could be put to good use in a small school where no one person is in charge of placement. On the other hand, we have found a definite benefit in using the Placement Team to develop materials. We got some fresh ideas from these people, and suggestions on how to use already existing materials more effectively--from the people who actually use them.



III. The Regional Center Model

A third approach to placement is the cooperative plan which utilizes a Regional Vocational Center, or a like institution. The possibilities for this kind of program are still being explored. This year a new vocational region has been established, of which Mt. Ararat is one of three participating school districts. I have met and kept in close touch with the people who staff the cooperative and distributive education programs in these schools. We have gotten together to outline ways of helping our students and each other. At present, this is how I see the make-up of the Regional Center Model:

1. Placement Person - Instead of one person handling placement for the entire region, there are two cooperative education teachers, two distributive education teachers, and myself. The Co-op and D.E. teachers have students from all contributing districts. I can alleviate their load by taking care of the placement of Mt. Ararat students involved in these programs. On the other hand, they are able to help me by sharing information on job openings which they cannot fill, and by placing some Mt. Ararat students if appropriate openings are available. Ideally, there should be someone handling placement at each contributing high school, since these teachers only handle students on work programs. These placement people could serve as links (as I do) between the sending schools and the vocational center. Another aspect of this Regional Placement Team is that we are able to share information, thus eliminating the need for each counselor to visit every industry or business in the district. At present, we are administering a survey to employers, and meeting to share results.

2. Placement Office - Students in the sending schools would ideally have an office or location in their home building which they could check with for employment assistance. At present, Mt. Ararat students have such access, but other students can get aid only if they are in a vocational program. If placement offices exist in all sending schools, however, I feel that they should coordinate their efforts so that they are utilizing their time in the most valuable way possible. Under this system each school would be responsible for its own students--for both counseling and job-seeking--and would coordinate with other placement people in the district to handle employment and employer contacts.

3. In this Regional Center Model, the pre-employment placement and follow-up services would be handled by the sending schools, except in the case of a student who is on a work-study program and has a teacher who checks regularly with the student's employer. In this case, the sending school's placement person could get progress reports through the work-study teacher. For example, if I place a student at Joe's Fish Market, and this student is in a distributive education program, I can explain to the employer that the student's teacher will be checking with him regularly. For my records and information, I could check with the D.E. teacher unless Joe himself (the employer) desires to get in touch with me or indicates that he would like some assistance through me. I would explain to Joe that we do this in order to keep from pestering him, but I would always be glad to hear from him if he feels that I could be at all helpful.

4. In the case of work-study students, the regional approach to placement makes the most sense when we speak of integrating their work-study courses with their involvement at the sending school. The placement person at the sending school is in a better position to know a student's ability, background, etc. The work-study teacher may have a group of employers who she sees a lot, and have openings available or the placement person might be able to locate employment for students in their home town. Either way, the cooperation of placement person and work-study teacher should prove valuable in both placement and follow-up of students. Also, the student will realize that there is a person in both of his schools who is aware of his situation, and hopefully will feel that he is still considered to be an active member of his sending school.

   In this first year of our Vocational Region 10, I have found that cooperation between the Region work-study teachers and myself has been easy, helpful and a good morale booster. We have met as a group on various occasions, and are in constant contact on a one-to-one basis regarding particular students. We have shared job openings in the case where one of us finds a job he can't fill. Personally, I find that the contact with other people who are going through the same things that I'm dealing with is very soothing!

   After only two months of this cooperative effort, I feel that it has been extremely helpful, and the information that we have shared has cut down considerably on the time I have had to spend waiting to see employers who have no openings, and following up students who have work-study teachers checking on them already.

   In an area where more than one person is doing placement, I'd strongly advise getting these people together. If this is not done on a formal basis through a regional center, I'd suggest doing it on an informal basis--just because it's helpful to speak to other people who are tackling the same tasks.

IV. Senior Placement Assistant Model

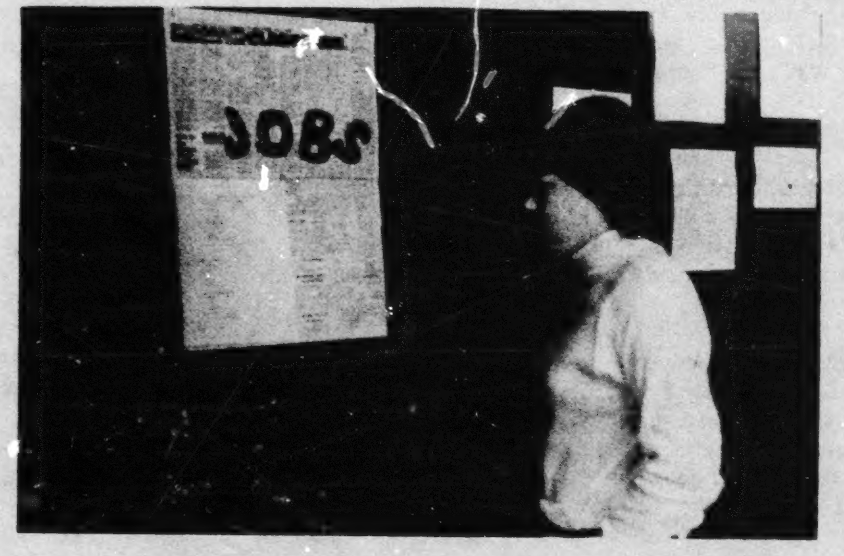
This fourth alternative model would be suited to a small school where a manageable number of students in the graduating class (possibly twenty or less) will need assistance in job hunting. This plan would involve the Placement Assistant in an active role only during the final semester of the year, and only for Seniors.

1. The Placement Assistant should be someone who has a definite interest in students who are going to work, and should have a schedule which would permit this assistant to spend some time in the spring semester helping graduating seniors to find employment. Ideally, this person should have enough free time to get into the community to make acquaintances which could lead to job openings. It seems to me that it would be very helpful if the Placement Assistant already knew many of the work-bound Seniors well enough so that a lot of time would not have to be spent in preliminary interviews with them. For example, an English teacher who came in contact with most of the Seniors would know them well enough, and would also have the benefit of an already scheduled meeting time.

2. The Placement Office in this model would be eliminated, and probably replaced by the teacher's homeroom or any other convenient and central location. A teacher who met with Seniors for classes could probably use that particular meeting place, or at least would have this opportunity to arrange for interviews at some other time.

3. The Placement Office in this Placement Assistant Model might be able to include the comprehensive type of placement assistance mentioned in other models if the Placement Assistant had a chance to incorporate job-seeking and job-keeping skills in the classroom work, and could interest other teachers in so doing. Rather than spending a lot of time developing materials, the Placement Assistant could use what has already been developed very effectively. This integration of placement materials into the classroom should help students needing employment to become familiar with the placement process as it exists in the school. I really don't see that this aspect of the program need be much different from that of any of the other models.

4. As in the Placement Team Model, the involvement of the school with the Placement Program would be quite obvious in the Placement Assistant Model If the assistant were a teacher with other defined roles in the schools I can't see how students could help but feel an intrinsic link between their school lives and their entrance into the world of work.



THE PLACEMENT PROCESS

The actual placing of students involves a number of steps which, for convenience' sake, we have divided into the five categories of:

I) Needs Assessment
II) Job Development
III) Student Development
IV) Placement
V) Follow-up and Evaluation

I will discuss each of these steps separately, but please bear with me if they sometimes seem to overlap--it's not always possible to make employers and students contact me in the proper sequence! For example, we like to have students go through some mock interview and pre-employment groups before we send them out for interviews . However, while sunny, capable Nancy is sitting at my desk on her first visit to the Placement Office, I get a phone call from Acme Insurance desiring an office girl who sounds just like Nancy! Without the usual ritual I'll probably send her as one of the interviewees and keep my fingers crossed! Then there's the other side of the coin--not every student is actually placed. However, if everything could go the way I'd ideally like to see it go, the placement process would always follow in this logical progression. I think one subject which should be discussed here is " What does Placement actually mean? " I think of Placement as helping a student to find the next step in his life. Just what this step will be is different for each student. For some students a four year college with full time academic life is the answer. Other options might include a two year school, vocational school, a combination of college and part time job, a full time job with night courses, the military, self-employment, adult education classes, as well as full time employment. The point is that every student who wants to do something when he leaves school is given help in deciding what his goal is, and in reaching that goal. When we talk of 100% Placement at Mt. Ararat we mean that every student who graduates, for some time during the first six months after graduation, is carrying out the plan he had when he filled out the Placement Office's Needs Assessment form. It is highly unlikely that, at any one time, every graduate will be gainfully occupied, so we try to make it clear that students may come back to the Placement office if they need assistance after they have graduated. Since this seems to be the logical place, let's now discuss:

I. NEEDS ASSESSMENT

Finding out what the needs of both students and employers will be is our way of looking before we leap! Evaluating the student demand for services and surveying employers for their ability to fill these needs provides the backbone for an efficient system. We have found that this Needs Assessment must be two pronged: An in-school student assessment and an employer survey. Here's how each is planned:

1. Student needs. What we are trying to determine is the demand for placement services. Is the greater demand for full time or part time employment? Where are students working now? What is the average wage? Who are the major employers? The answer to these questions give me an idea of new employers to contact, as well as the experience level of the students I'm working with. Secondly, before our placement program could get off the ground, we needed to know how many students would desire services, and what type of services were needed. (i e. full time, part time, informational, etc) Then it was

COUNSELOR VISITATIONS FORM
FOR INDUSTRIAL VISITS

A. Nature of Business:

B. Kind and Number of Jobs:

1. Total employees:

2. Educational level:
   - a. High school
   - b. High school plus other
   - c. Universaity degree or more

3. Types of jobs:

C. Hiring Procedures:

1. Contacts:

2. Procedure:

3. Experience needed:

4. Age limit:

5. Minorities

D. Salaries and Fringe Benefits:

1. Hourly:

2. Monthly:

3. Insurance plan:

4. Sick leave:

5. Paid vacations and holidays:

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 75
22 ELM STREET
TOPSHAM, MAINE 04086

BOWDOIN - BOWDOINHAM - HARPSWELL - TOPSHAM

RALPH L. ULMER, Superintendent
TELEPHONE 207-729-9961

I want to take this opportunity to inform you of a new program which has been implemented here in S.A.D. #75. The project we are undertaking is to seek work openings for graduating seniors, as well as summer and part-time positions for undergraduates, and we need your help! For too long schools have aided students who are going on to college or other forms of further education and have neglected the students who wanted to go to work after graduation. While the number of graduating seniors in the State is increasing at a rate of approximately seven percent, the number of seniors attending institutions for higher education has declined 7.5 percent from the 1970 rates. This means that there are more students seeking jobs after graduation, and many of these youths have valuable contributions to make to their employers - they just need a chance to demonstrate their ability.

We have hired a Placement Coordinator, Susan Gerendas, and she will be contacting you within the next few weeks to discuss your interest in the program. Even if you have no foreseeable job openings, she would appreciate the chance to speak with you. If you are actively interested in the program and would like more information, Mrs. Gerendas may be contacted at Mt. Ararat School at your convenience. The telephone number is 729-8763.

Thank you in advance for your cooperation.

Sincerely,

Ralph L. Ulmer

Ralph L. Ulmer
Superintendent of Schools

RLU/bb

necessary to determine how much of the need we could attempt to fill. In many circumstances it may be possible to provide true placement services to Seniors only. I think it is far better to offer services to a small group of students, then if you feel capable of handling more, you can expand. We started large, and now find it is hard to reverse.

The Needs Assessment form which we use is a very simple paper-and-pencil survey. During the first year of the project we gave the form to all Seniors during their English classes, first in January, then again in May By the second full year of the program we had revamped this policy and now we interview each Senior individually during the period between October and December to fill the form out with them. This task is divided among the members of the Guidance Office, and the completed forms are given to the person best qualified to help each particular student with his plans. Because we have done this screening earlier in the year we hope to be able to organize some relevant pre-employment groups for Seniors, in addition to the Seminor which we hold each April.

-One note of caution-we have found that the data collected on individuals can quickly become out-dated. For example, in the first year of the project we found that 48% of the graduates responding to our questionnaire in March were doing something other than what they had planned by October, many with one or two other changes in between Thus it appears necessary to keep checking and rechecking with Seniors throughout the entire spring to determine which ones have changed their stated plans by graduation, since this change in plans might result in a change in the demands on the Placement Office. A copy of our Needs Assessment form has been included for any of you who might like to see its format.

2. Employer needs. There have been various approaches which we have used to make employers aware of our presence, and these will be discussed at length in the Job Placement section. However, there is more to finding openings then just letting employers know that we're around! In the second springtime of this project I felt the need to recontact employers who I hadn't heard from in quite a while, and I also needed (for my own satisfaction) a different approach for meeting with new employers in the area and those whom I had not yet contacted. With this in mind I started (with Molly's help) to put together an employer survey form. The purpose of the survey was to find out employers' interest in the school placement project, and to provide some system for organizing information on employers, such as: interest in hiring students, interest in visiting schools, interest in having students in to their places of business for visitations, kinds of positions available, interest in work-study programs, need for clerical programs, the best method for me to contact them, and desired frequency of contacts with the Placement Office. Once the survey had been drawn up, I showed it to one of the cooperative education teachers in hopes of recruiting extra personnel to help with the canvassing. She was very pleased with the idea, and once the Regional Vocational Center became active she shared this plan with that staff. Shortly there were five meetings to disseminate information, and I have found this to be an extremely pleasant way to cut down on the number of people I must see, while simultaneously increasing the amount of information I receive!

There are two benefits to using this employer survey system, as

Employer Survey
Work Study, Part Time, Full Time Jobs for Area Residents

Company Name ____________________ Counselor ______________ Date _____________

I. How many people do you usually employ? __________

II. Who is the person to contact regarding employment? ____________

III. What type of positions do you usually fill?
(Check all that apply): ____ part time ____ full time
____ seasonal ____ other.

IV. What background do you require of a potential employee?________
____

V. What types of jobs are available in your business?____________
____

VI. Do you feel that you would ever be in a position to hire:
____ part time student ____ part time student to train for
____ full time employee full time employment

VII. Would you be able to hire a student on Work Study, which means that the student would get credit for his work, and a school representative would contact you regularly regarding the student?
____

VIII. If you hired a student on a part time basis (not for credit) would it inconvenience you if the Placement Councelor contacted you occasionally during the first months on the job to aid the student in any adjustment difficulties he may be having? _______
____

IX. Would you be interested in a Business Work-Study program which would provide clerical help, with the student getting credit for work? If so, check which arrangement(s) you feel would be most useful: ____ Part time ____ Full time ____ Temporary

X. Would you consider having a student (or small group of students) come to your place of business to see what the jobs there consist of? _______________________________________

XI. Would you be interested in coming to the schools to talk to students about your job or the world of work in general? _______
____

XII. What would be the best method of keeping the schools and your business in touch with each other?
  A. ____ Placement Counselor visits you regularly. (how often?) ____________
  B. ____ Placement Counselor calls regularly. (How often? _____)
  C. ____ Employer will call when there is need for the placement servises.
  D. ____ I do not feel that my business will need the schools' servises in the forseeable future. (If this is the case, do you feel it would be an imposition if the Placement Counselor contacted you once a year to update files?) ______________________________

XIII. We are also trying to provide students with an understanding of the attitudes necessary to be a successful employee/employer. Do you have any suggestions which you feel should be included in these sessions?

far as I am concerned. The first is that it gives me a springboard for conversation with employers. The second is that the information received can be very useful, especially since I have a file with all of the finished surveys together. I have frequently gone to this file to locate speakers for teachers who are working with job attitudes in their classes. I try to remember to write the company telephone number on each form, so that when I have found an employer in the file who I would like to ask to speak to a group, I have all the information needed to contact him at hand.

Finally, there are other ways of getting employers to let us know what they need, and these will be thoroughly covered in the next section on Job Development.

II. JOB DEVELOPMENT

Job Development is any effort which results in chances for students to be referred to jobs. The most necessary element is job development is contacting employers to inflrm them of the placement service, with hopes that in the future these employers will turn ti the Placement Office when they have openings. The steps which we have taken toward making employers aware of the program have been:

1. In the initial stages of the program I met with the Executive Director of the Chamber of Commerce and the President of the Rotary Club to decide what would be the best approaches to local businesses. The Chamber of Commerce has been very helpful in providing referrals and public relations for the program. A number of new businesses have contacted us because Chamber of Commerce members have suggested that they do so.
2. During the first year of the program I made a number of public speaking "appearances" at local organization meetings. This proved to be a good way to reach a number of people in a short time -- and also was a pleasant way to meet employers. Groups that have had the "pleasure" of having me speak on job placement have included Rotary, Kiwanis, Lions, and Jaycees.
3. Local radio stations and the newspaper have been extremely generous with air time and articles describing activities of the Job Placement Program. Radio stations give free air time for public service announcements, so we have made up an assortment of these concerning such topics as odd jobs, snow-shovelling, part time jobs, and needs of graduating seniors. One local station has also invited me to speak on their noontime talk show, and then called me again when their scheduled speaker cancelled out an hour before air time. They have also hired a student part time, which seems to indicate that anything we can do to help out employers often winds up helping us! The local newspaper has written articles on our Job Day Seminars, and also carried two special articles describing the program, including pictures of students at work and in follow-up groups. During the first year of the project we also took ads in the classified section for odd jobs and "Grad Ads" for graduates needing work. However, this does involve some cost, so we eliminated the plan during our second year.
4. In the first months of the program I compiled a mailing list (which did not previously exist in this area) of over 300 businesses and sent letters to each of them explaining the program. Some employers responded tothese letters immediately, others called at a later date when they had active openings, and still others, when I stopped to visit them, said thay had received the letters, but had not had

any need for the service up to that point. So the letters at least made 300 people aware of what was going on, as well as giving me a catalogue of people to meet in the area.

5. Calls and personal visits to employers have been the most constant source of contact with the "outside"! At the outset of the program I used a simple Counselor Visitation Form to jot down information gathered during visits to employers. When I returned to the office I would place this infromation in the employer's file. During the second year of the program we designed the Employer Survey Form, which included many of the questions from the Counselor Visitation Form, plus information on employers who will visit schools, or conduct student tours, etc. I revisited many employers to fill in the Employer Survey Form and found that they did not mind filling out a second form at all, and most employers were very receptive and pleasant. In the day to day operation of the placement program, however, I have found that I use the telephone frequently to recontact employers with whom I an already acquainted. This is fast and really more efficient, but I do miss the personal element of visits to employers.

Local businessmen seem receptive to the service because they see it as mutually beneficial to the students as well as to themselves. The aspect of the program that they seem to desire most is help in locating responsible young workers. Many have found students to be bad risks and it is hard to convince them to try again. For these reasons a good publicity program must be followed up with good placements. In the first year of the program the most effective (in terms of numbers of job orders received) of the above public relations activities was personal visits. The second was public speaking appearances. However as the program has continued a larger number of job orders has come from employers who have previously hired students, and from emplouers who have friends who have hired students! It is interesting to me that, while a number of companies who have listed openings with us called as a result of a visit, a good number have called us before we were able to reach them personally. They had heard of the project through our newspaper articles, radio spots, letters, or by word-of-mouth and were willing to give ua a chance to fill their job needs. From this I would conclude that an effort to keep people aware of a placement program must be made, since no placement person could possible visit every potential employer in an area.

III. STUDENT DEVELOPMENT

In order for a placement program to continue locating jobs, the students who are placed must have a large percentage of success. If they do not prove to be valuable employers it will not be long before employers shut off the incoming job openings, Although it is impossible to guarantee sucess, we want to do as much to foster good job attitudes as possible, and have therefore developed some pre-employment student learning techniques. The hardest part of student development has been scheduling groups of students and therefore most of what we have done as pre-employment preparation has been with either very large groups in seminars or classes, or individually. At present we are experimenting with small groups of Seniors who are going to work next year, but have had only two sessions.

The methods that we have usex to teach pre-employment skills and job attitudes have been the following:

1. Job-Seeking/Job-Keeping Seminars. Early each spring a large number of Seniors usually begin to panic when they realize how close they are to being out on their own. Although they may have had prior counseling and planning sessions for the future they seem more receptive

to such things when the time for interviewing is imminent. With this in mind we decided to hold a day-long session for work-bound Seniors in April. We felt the day-long format would be more practical, since it presents only one scheduling problem, and since students tend to lose their trains of thought more easily if material is presented in segments over a longer period of time. The activity is the kickoff to our campaign to place graduating seniors. A copy of our most recent agenda is included to help you see a possible way of setting up such a program.

TEACHING JOB SEEKING - JOB KEEPING SKILLS

That high school guidance counselors spend most of their time helping the kids who are college bound, is a view widely held by the non-college bound student, his parents, and an alarming variety of other people. In response to this "conventional wisdom", agressive guidance programs are turning their attention to job placement as a complement to their post secondary placement effort. If job placement is to be more than a service, if it is ever to be widely accepted as a credible element of a secondary school programs, it must contain an educational component. Specifically, a program to teach the basics of job seeking and job keeping.

We have found that this component can fit very nicely in any department's group guidance effort. The material is tangible, the kids enjoy it, employers and the community are flattered when invited to help. It is a welcome alternative to "How do you feel about ......" sessions, and it is a good ice breaker to even this type of group.

In our program, we have had the most success with either a one day, all day format for selected student groups, or a five day format presented in an existing no-going class. The latter is used with sophomores, the former with seniors, and is the kick-off to our 100 percent placement effort.

Materials for either format are arranged in a packet (the only store bought item) which students keep as a resource following the unit. We recommend doing activities, and of course, resource persons are everyone's favorite.

In the broad area of job seeking, we stress sources of available jobs and the interview. Though we review the more common sources of job information, agencies, help wanted, etc., we emphasize ways to tap the hidden job market-- the one you find out about through friends, uncles, etc. In job seeking, the interview is where it's at for most high school job seekers. Talks by businessmen who hire and a role playing interview game have worked well for us in this area. Interviewing for "information" is a technique we recommend. We have all but forgotten resumes, letters of application, etc. That is not where it's at. Do not forget applications, especially ones with those questions that seem to defy logic.

Job keeping is a true challenge. A challenge which those counselors that are into values clarification should really enjoy. Using actual "it happened on the job" situations, are the best for getting at this area. Do not overlook however, that job keeping in any job involves such basic skills as answering a telephone, what to do if a delivery comes, etc. Also, do not overlook the fact that those behaviors the schools condone can be a significant factor in developing positive or negative job keeping skills. For example, how is your school's attendance policy?

We have found job seeking/keeping groups to be fun, low risk, and a great way to open dialogue with those non-college bound students who never show up in the guidance office. It is also a first step in demonstrating that your guidance program is for all students.

Job Day - Mt. Ararat School - April 15, 1976

MODS		
1	Introduction & Slide/Tape Presentation	Chorus Room
2-3	Review of packet Materials	
	Group 1	Room 111 (Business Ed)
	Group 2	Room 159
	Group 3	Career Center
4-5	Work Attitudes	Rooms 243-244
	Mr. Doug Gray	Pre-Cast of Maine
	Mr. David Wheeler	University of Maine
	Mr. Lee Patenaude	Shaw's Grocery Store
6-7-8	Labor Laws & You	Room 201
	Mr. Ralph Tucker	University of Maine Bureau of Labor Educaton
9-10	Lunch	
11-12	The Job Interview	Rooms 203-204
	Mrs. June Gagnon	Brunswick Navel Air Station
	Mrs. Lee Petenaude	Shaw's Grocery Store
	Mrs. Paul Smith	Hillcrest Farms
13-14	Mock Interview Game Evaluation of the Day	
	Group 1	Room 111
	Group 2	Room 159
	Group 3	Career Center

The objectives of the Senior Seminar are the following:

A) To enable students to evaluate their own strengths and weaknesses enough so that they are seeking jobs which they stand a chance of getting, and which will provide them with some personal satisfaction.

B) To provide students with the basic tools needed so that they can be competetive job seekers. These include the techniques of filling out applications, interviewing, appearance, etc

C) To provide students with an understanding of the world of work, of their responsibilities to their employers, and their employer's responsibilities to them so that they will be better able to hold on to a position once they have found one.

The activities and materials which we used in our most recent seminar were:

Activities:	Materials:
1) General session to introduce students to Placement Office	1) Job Placement Office slide/tape presentation
2) Divide into groups to go over job packet	2) Job packet
3) Speech on job interview techniques. Three groups.	3) Three employers
4) Speech on Labor Laws. Whole group of small groups in alternating sessions.	4) Representative from Department of Labor
5) Session on work attitudes - speeches and question and answer period. Whole group.	5) Employer panel of three employers
6) Mock interview sessions. Three groups.	6) The mock interview game
7) Evaluation of the day. Three groups.	7) Evaluation questionnaire

Seminar Description

As currently established, the seminar will vary between thirty and sixty students, with four instructors and four guest speakers. The Seminar Day acts as a head-long plunge into the Placement Program, and is designed to give students a springboard from which they can join groups and decide what individual problems they would like to resolve.

The day starts with an introductory period during which the student is given a pre test and is made aware of the contents of the Job Packet. A general large session is held to acquaint students with the objectives of the course, and then students are broken into four smaller groups to facilitate use of the Packet. During this period, students are asked why they think various items are included in the folder, and their feelings regarding the importance of these items.

MATERIALS

The materials in this packet hav been produced here in the school by our staff. By using materials that can be easily and cheaply put together, we feel that many more school systems can utilize this program. There are more sophisticated materials available (e.g., Ray Wasil's from Akron, Ohio), or you might develop your own if you have a budget which allows for this.

The materials in the packet and their usage consist of:

1) A Pre Test and Post Test: The pre test gives the student an idea of what to expect from the Seminar, and gives the counselors an idea of how well prepared students are for job hunting. The post test evaluates the day's progress and the results can be used to plan future seminars and group sessions.

2) An Agenda for Day's Program: This will give you an idea of how we divided our time and groups to cover all sessions and speakers.

Where to Look

3 & 4) Help Wanted Section from Newspaper, and Yellow Pages from Telephone Directory: These sources are used to answer the question: "How do you start a job hunt?" In looking for any job you must first be sure of:

- a) The location you could get transportation to
- b) The hours you could work

Once you are certain of these elements you can start looking. There are two types of job hunts:

- a) Looking for a particular job - "I'd like a job as an auto mechanic."
- b) Looking for what is available - "I need a job. I'm not sure what I'd like to do."

Use of the Want Ads frequently is more gratifying because you are looking at openings which really exist. Before answering an ad you should make note of as much information as possible--type of job, location, hours, salary, type of company. You should also follow the directions given in an ad--"Apply in person only", "Call", "Send resume". Want Ads are also a source of companies in an area--an auto body shop asking for a secretary gives an interested mechanic a lead on a possible employer, etc.

The Yellow Pages are a little less productive than the Want Ads, but do provide a springboard to the job hunter. Simply thumbing through the Yellow Pages gives you an idea of what types of positions are available in the area. Make a list of those you are most interested in. Call the first few and send letters to the remainder.

5) A List of Employment Agencies: Employment agencies have access to a number of companies with openings. A counselor will interview you and charge fees for this service, and you should find out if you or the employer will be liable for the fee. Agencies save you a lot of useless phone calls and visits.

Tools For Application

6) A Blank Data Card: This card may be filled out with the names and phone numbers of people you will use as references--past employers and character references (make sure you check with these people before you start using them). Carry the data cards with you on interviews so that you have all the information you need to fill out an application. In some cases where you do not fill out a company form, you might leave the data card with the employer.

7 & 8) Sample Resumes and Letters of Application: These forms provide examples of the information needed and the format to be followed in writing resumes to be sent to employers, as well as a basic form for letters of application.

9) Federal Civil Service Application Information: This sheet provides phone numbers and addresses for the Federal Civil Service Offices in New England, and information on how to apply for the Civil Service Exam.

10) Sample Phone Calls: These provide an outline for what should be said when calling in answer to a Want Ad, or when cold-calling from the Yellow Pages.

11) Sample Application Forms: The packet includes an easy-to-understand application and an involved application to a firm with government contracts. These should be used to point out the need for answering all questions in an application, use of N.A., what is meant by application terms--nearest relative, next previous address, county, and list past employment record starting with most recent job.

12) Pre-Interview Checklist: This gives students an idea of what employers look for in an interview and what they should be prepared for. It is wise to keep the checklist to go over before interviews.

13) Pre-Employment Checklist: Just because you have a job does not mean that paying attention to dress and attitude is over. This checklist gives students an awareness of what will be expected once they are on the job. It leads into a discussion of duties of employees on the job, duties of employers to employees, and basic job-keeping skills.

14 & 15) Pamphlets: "Job Hunting? Look Here . . ."
"After High School What?"
These are obtained from local businesses and give the students a source of reference for the future.

16) Labor Laws: Pamphlets are available from the Department of Labor describing laws applicable to youth, minimum wage, and Hazardous Occupations.

After these materials have been distributed the groups get together to hear a panal of employers discuss work attitudes. One way to start this off id to have employers give case examples of people they have fired. From this there usually springs a wealth of student reactions! The next section, on Labor Laws, usually is a large group session with one speaker. If the group is larger than thirty, I would suggest dividing into two groups, one which is with the speaker, and one other having lunch or vidiotapes. The labor laws which most interest students are those which govern age, hazerdous occupations, and workmen's compensation. Sometime after this it is necessary to break for lunch. If at all possible I like to have video tapes on work situations and job interviews available for anyone who is interested. The final sessions are on job interviews. I lik to start with a panal of employers who discuss interviews in general, and then break them into small groups with the employers to discuss particular interview situations. After the students have discussed interviews with the people who conduct them, we move on to have mock interviews, in which the students interview each other. We invite the professional interviewers to stay and help with this session, but all of them are able to participate.

The Mock Interview Game, which we use in this session, was developed by Jo Jarvis, a Guidence Counselor here at Mt. Ararat. It's so simple to put together that it seems silly to explain, but it has been very effective. By spending numerous hours on our office floor pouring over newspaper "Help-Wanted" Ads Jo, Molly, and I finally had to stack about Twenty-five jobs that recent high school graduates might have an interest in, and fair chance at obtaining. We glued each newspaper clipping to a 5"x8" piece of construction paper, and then wrote up a description of the employer who would be hiring for the position on another 5"x8" card. For example:

AD CARD:

MAN WANTED to work in auto parts store. Must have drivers license. Apply in person at Genaral Auto Supply Co. Congress Ave.

EMPLOYER CARD:

You are the owner of a small auto parts store in a middle-size Maine community. You are looking for a man to work in your store. He must have a driver's license and be familiar enough with automobiles to be able to help your customers, many of whom yill be service station mechanics. Remember that you have asked for a man in a day when discrimination is illegal and you should be prepared for some aggravated females.

The cards are numbered so that there are matching As and Employer cards. The students are divided into two groups-employers and interviewees. Each group meets separately with one of is to be prepared for their roles. The students who will be interviewed are told that it is natural to be nervous but they should try not to show it. However, being too cool is just as bad as being too nervous. Before applying for a position they should check their overall apperaance and give themselves a little speech to refresh their memories regarding their strong points. Being able to realize that there are some things we do well is a good morale builder. It is also a good idea to write down a few comments about why they would like the job they're applying for, why they think they should be hired, some general idea of the salary they expect, the hours they can work, and the method of transportation they will use in getting to and from the job. Be yourself! Smiling always helps! Now go in there and get the job! With these little slogans we turn the interviewees loose on the employers.

The employers, meanwhile, have also had a briefing. They are now in the position of interviewing people for a certain job in their respective companies. This is a serious responsibility. The company needs a good person who can handle the requirements of the job without difficulty. If the person succeeds, all will be fine. But if they hire someone who does not make it, the responsibility for this decision is on their company. Each employer is given the following list of questions to ask at the interview:

Many companies hire people who fit in the best with the overall personality of the company as opposed to specific skills. You might want to keep this in mind.

Here are some questions which you might want to ask:

1. Ms. __________, what attracted you to this position?
2. Why do you think you would make a good candidate for this job?
3. What previous positions have you held that might help me determine whether you might make a good person to fill this position?
4. What salary and hours do you expect from this job?
5. Do you have any questions about our company or the job I may be able to answer for you?

Evaluate the interviewee:

Good Points	Points to be Improved	Overall Impression

Would you hire this person?

Why

Why not?

He is free to follow his own judgment if he does not feel like asking these questions, but still must be prepared to evaluate the employee. At the end of these sessions students are given a sheet, Why Didn't I Get the Job?. . . which lists twenty-five reasons why prospective employees are not hired

1. Poor appearance.
2. Wants job doing anything--no goals, no purpose.

13. Critical of past employers.
14. Not serious about job; just heard about opening and thought he would like to look into it.

3. Overemphasis on money; interest chiefly in what the job pays.

4. Application blank filled out poorly; incomplete.

5. Lacks self-confidence, doesn't believe in self.

6. Arrogant, smart-alec type, braggart.

7. Coarse and boisterous.

8. Cannot express himself clearly, poor speech, pronounciation and grammar are poor.

9. Evasive in answers; never answers yes or no, always maybe.

10. Name-dropper, feels this will put him in.

11. Does not want to work, wants an easy job.

12. Untruthful about qualification or records.

15. Brought his wife, mother or girl friend with him to see about the job.

16. Cannot get along with others.

17. Resents criticism or supervision.

18. Reactionary or radical in views.

19. Eating, chewing gum during interview.

20. Has an excuse for everything.

21. Talks too much about personal, domestic or financial problems.

22. Mind seems to wander, day dreaming.

23. Has no outside interests, hobbies, or leisure time pursuits.

24. High strung or emotional.

25. Poor Health

Armed with all of this information the students stage mock interviews. At the end of each interview the employer evaluates the interviewer, of the employer's decision and his ability as an interviewer. We try to monitor all of these evaluations. If possible, we like to videotape some of the interviews so that the entire group may join in on the critique. From these sessions we are able to determine which students need more help in preparing for interviews and channel them into groups

When the Seminar Day is over I usually find that there are some students I have come to know a lot better and can now work more effectively with them. Also, many students now realize what is ahead of them in job hunting and come in themselves to seek help from the Placement Office.

2. Seminar for Undergraduates. Since we are not a group who will let a good thing die, we decided to adapt the format for the Senior Seminar so that it could be used in undergraduate classes. Molly worked long and hard on this endeavor, and came out with a *Teacher's Manual* and a pretty thorough coverage of the Packet materials. The project was field-tested by a math teacher over a two week period, with Molly doing all the classwork in order to give us an idea of how effective it would be. I later did the same project with a recordkeeping class. The *Manual* and

NAME ________________________________ DATE ____________________

JOB SEEKING JOB KEEPING SEMINAR FOR UNDERGRADUATES

EVALUATION QUESTIONNAIRE

1. List 4 sources you could use in hunting for a job.

   a. ________________________________

   b. ________________________________

   c. ________________________________

   d. ________________________________

2. Who is the person you should ask for when making a phone call in answer to a want-ad or when calling from the yellow pages?

   ____

3. What would be three important things you should find out if you were calling to answer the following want-ad?

   "Full-time male and female workers wanted for work at summer resort motel - June 15 through August 31. Housing provided."

   a. ________________________________

   b. ________________________________

   c. ________________________________

4. Of what value are the yellow pages in helping you job hunt?

   ____

5. Turn to the next page and complete the application form page.

6. List 4 important things you should do or know before going on an interview?

   a. ________________________________

   b. ________________________________

   c. ________________________________

   d. ________________________________

7. List 4 of the most important things to do or say at an interview.

   a. ________________________________

   b. ________________________________

   c. ________________________________

   d. ________________________________

8. What is the first thing you should do when you enter a place where you have an interview appointment? ________________________________

   What is the last thing you should do? ________________________________

9. List two poor work habits which might cause you to have problems or even get fired from your job.

a. ____________________

b. ____________________

10. In the filmstrip in which the high school girl who worked in the department store was having trouble with her boss, what did Marian's boss feel was her biggest problem? ____________________

____

11. In the filmstrip about the nurse's aide, what were two problems the nurse Michelle had to face when the aide Kay did not call in?

a. ____________________

b. ____________________

12. In the filmstrip about the gas station attendants, what were two reasons Joe felt the job at the bank was better than the gas station job?

a. ____________________

b. ____________________

13. How much notice should you give when you leave a job? ____________________
Why? ____________________

14. What is the current minimum wage for adults? ____________________

15. What is the current minimum wage for students? ____________________

16. Why are there two different minimum wages for students and adults? ____

____

17. What are the two jobs which do not have to pay the minimum listed in Questions 14 & 15. a. ____________________
b. ____________________

18. If you feel you are not being paid a fair wage for your job, or are not getting the overtime pay you have earned, or are being treated unfairly in any other way by your employer, what government department can you call in Augusta?

____

19. If you are getting paid $2.40 per hour and you worked 50 hours one week, how much would your gross pay be (this is a job which pays overtime)? ____

20. What do you feel are the most important things you have learned in this seminar on jobs? ____________________

21. What do you feel were unimportant topics or topics of no use to you?

____

____

22. What would you like to see included in the seminar that was not covered?

____

____

Any other comments:

materials are available in the Job Placement office for teachers to utilize if they would like to integrate the Seminar into their curriculum. The materials and resources that are used in this Seminar are the Job Packet, the Mock Interview Game, video tapes of interviews and on-the-job situations, commercial materials (such as filmstrips, readings, etc.), guest speakers.

The Seminar is divided into three major segments: the job-hunt, the interview, and the post-employment segments. During the first segment we have students fill out preliminary evaluation sheets to see how knowledgeable the students already are. The evaluation questionnaire asks students to list: four sources they could use in hunting for a job, some important things they should find out when calling in reference to a job they have seen in a want-ad, sample information from a job application, some important things they should consider or know before going on an interview, some good work habits which will help them to keep a job and may get them a raise and/or a promotion, how much notice you should give an employer when you are going to leave a job, what is the minimum wage for both students and adults.

Once the questionnaire has been filled out, Molly discusses the objectives of the course with the students, hands out the job packet, and reviews these materials. This preliminary review of the contents should be brief, since each item will be covered separately and in detail during the following meetings. (see pages 15 and 16 for a list of these items) Three to four classroom sessions are spent on the "Interview Segment", since the interview is the only chance an applicant has to make a good impression on the employer. The first session had an employer in to speak about interview techniques and to answer student questions (some of which were "planted" before the employer arrived!) Next the Pre-Interview Checklist (you can make your own by listing things that make common sense, such as "How am I dressed?" "Do I know where the interview is to be held?" Do I know who I am supposed to see?") and a pamphlet on interviewing (taken from the Packet) are gone over, after which the class practices mock interviews (see description of Mock Interviews in the Senior Seminar section), each taking both the role of employer, and then of interviewee. At another meeting we show videotapes of good and poor interviews, and have the students comment on these (drama club or class "hams" will provide your acting for these tapes). An additional outside-of-class activity in this segment can be setting up individual interviews in the Placement Office. We give students a list of nine jobs and each pupil must choose the job to which he will apply. It is okay if more than one student applies for a particular job (we happened to have eleven students apply for one of our "better" jobs), and it is actually more realistic if they are competing for a job instead of just being handed one. Students fill out the application forms in the packet (or write a resume) and bring this with them for their interviews. We make up a simple rating sheet on each student (attitude, transportation, financial need, experience, appearance, etc.) and give them these before we tell the class who has been hired for particular jobs, and why.

In the third "post employment" segment the primary aim is to develop an awareness of what good work habits and attitudes must be developed in order to keep a job. Other topics covered include the correct way to leave a job, payroll deductions, and labor laws. The packet's "Checklist for Employees" is gone over as an introduction to this section, a filmstrip series entitled Trouble at Work (Guidance Associates) covers the four topics of absenteeism, lack of ambition, failure to ask questions, and hazing of new employees. In addition video-tapes of students acting out problem situations on the job are shown and discussed (we acted out actual problems which students had encountered at work). The videotapes also include a situation in which a girl has to face the problem of leaving a job for a better one. This helps to introduce the topic of giving notice and the importance of establishing good business references. The final part of this segment includes going over payroll deductions and various labor laws, such as minimum wage, overtime, work permit requirements, etc. Students, do exercise on figuring payroll deductions and figuring basic pay and overtime (we get ours from the Business Math teacher). During the entire final class students complete an evaluation questionnaire which is simply the Pre-test which students take at the beginning of the course, plus listing the most important things they have learned in the Seminar, unimportant topics or topic they feel were of no use to them, and things they would like to see discussed which we do not cover in the Seminar.

3. The Cashier Game. The purpose of this "game" is to teach students the basic fundamentals of store work. We try to schedule students who have no work experience (or none that deals with money) to meet in small groups for this game. While this game might seem unimportant and appears to resemble a kindergarten game of "store", we have found it to be an enjoyable way of locating student weaknesses and evaluating abilities before placing them on a job. Many of the complaints we hear from employers can be corrected before a student is employed, and this will help with employer relationships in the future. After using the game we have found that some students do not add large columns of numbers accurately, do not multiply well, are frightened of figuring out the 5% sales tax (even with a chart) and do not know how to make change--all valuable information for anyone trying to place them successfully. The game itself consists of sales slips, fake money, fake checks, imitation credit cards, and construction paper items for sale (all handmade). You could substitute whatever you needed for your own game.

   To organize the game, simply set up a mini-store, have half the students purchase items and bring them to the checkout cashiers. The customers should be aware that they should double-check their change. Some customers will pay by check, others by charging, and others with cash. Those with checks should have proper identification (a driver's license is the one most commonly accepted).

   The cashiers should write out each item separately (explain that with a detailed cash register they would punch in the same information you are requiring them to write). The list of items sold and department will be used to re-check the sale and later for inventory purposes, so the writing must be legible. Under the "Price" column is listed the price for a single item. The "Total" column is for the entire amount due for a particular item. After all items have been recorded, a sub-total is reached. The tax is 5% of the sub-total, and is added to the sub-total to reach the total payable. All stores provide tax charts, and students should know how to read them. Each cashier should have at least one customer who pays with cash, one who pays by check, and one who charges. The cashier should first place the money handed him by the customer on the outside shelf of the register so that no one can question the amount of change due. He should count the money back to the customer out loud, starting with the amount of the purchase and working up to the amount paid. (We found that many students try to subtract in their heads and count back just the amount of change- this frequently results in error.) It was very surprising to discover how many students really don't know how to make change. They have an especially hard time deciding which coins to use--quarters seem to be confusing because of the nickel--they would rather use dimes and build up to a dollar!

When taking a check the cashiers should be aware of:

1) getting proper identification
2) getting customer's address and phone number
3) store's policy on writing checks larger than the purchase, and accepting checks from out of state
4) having check OK'd by someone in authority, if that is store policy

When accepting a credit card, the cashier should be certain to:

1) make sure the slip is signed

2) compare the signatures on the card and the sales slip

3) call the credit office for authorization if the charge is more than the store's limit for unauthorized charges

Go over each slip with each cashier to check for errors.

4. You as a Worker This unit was field tested in a freshman English class of 25 students by Molly and Jo Jarvis, who had both written it up. The unit is designed to enable students to develop an awareness of how they would adapt to the world of work and what would be expected of them, specifically in regard to work attitudes on the job.

The first activity is the development of a list of qualities of a good student. This is done together in class, and then each student rates himself on these qualities on his own "rate sheet". After this the teacher "interviews" several students in class for one particular job, then has the class discuss the interviews. Then the class votes on who should be hired. The teacher might tell who she would hire, and why.

In the second session a list of qualities of a good employee is developed. Students then make up individual charts and rate themselves. They compare this chart to their student quality charts to see the differences and similarities between expectations of students and employees. At this point it is good to have an employer in to explain what he feels are the important qualities of a good employee. Comparing the employer and student lists can be interesting and lead to active discussion (unless, of course, the two are similar).

The third activity involves students taking part in various assembly line productions in order to evaluate how they perform in a group effort with a pre-assigned task. We used simple nuts, bolts, screws, and wood for assemblage. Following this experiment the students assembled puzzles as groups. This is designed to test initiative and leadership--no roles were assigned. The puzzle assembly is video-taped so that students could rate themselves before and after viewing the tapes. Certain students emerge as definite leaders, and others are outstanding for hanging back. Using the videotapes as examples, we then discuss the kinds of jobs that different people would be good at, based on characteristics seen in the tape.

A fourth activity is the human maze. We set a track up with ten points, and a task to perform at each point. Students go through the maze to see how well they perform at accomplishing the tasks on their own. We time and rate the student for quality or performance, and award the student with the best average score a prize.

Another activity was used only with the English class, but it might be helpful for you if we mention it here. A situation arose when we were having the assembly lines. Two students were arguing because one of them was slowing down the line, and he defended himself by saying that his work was slower, but it was better. Instead of settling the matter right there we had all of the students write out the way they felt the situation should (or would) end. We discussed all possible solutions which were suggested and arrived at a compromise to handle the problem.

During the last session students fill out an evaluation questionnaire, and we also fill out an identical sheet on each person so that we can compare. The evaluation sheet rates subjects of initiative, enthusiasm, leadership, ability to follow instructions, ability to speak and write clearly and creatively for all four activities (assembly lines, puzzle, maze, writing job situations. The rating system is: 1) Unsatisfactory 2) Meets minimum requirements (improvements needed 3) Average 4) Competent (above average) 5) Superior 6) Outstanding.

5. Out on Your Own This is a game which we have created to give students (especially Seniors) an understanding of how job, living accomodations,

transportation, clothing, and other necessities have to exist in a balanced system. The objective is to get students to demonstrate an ability to set reasonable goals for themselves and try to attain those goals in spite of unexpected setbacks. Prior to playing the game (we use it in a Senior Work-Study English class) we bring in speakers to prepare the students for practical aspects of financial needs. Some speakers we have had include an armed services representative who discussed entrance procedures and benefit programs, an insurance salesman who discussed various kinds of insurance coverage and the benefits of starting a policy at a young age, and a banker who discussed car loans, savings plans, and mortgages. Other suggested speakers are real estate representatives to discuss leases and looking for a home, a lawyer to discuss tenants rights, and a representative from public transportation, if any exists in the area.

An activity which I have used, and which relates to this area, is to take a carload of students into a small city (in this case Portland), hand them each the classified section of the Sunday paper, and tell them that by the end of the day they should have located a place where they would like to work (at a reasonable salary), an apartment they could afford, and a means of transportation which would get them between the two (at a price they can pay). Although such a short trip does not include things like groceries, phone, and eletricity, it is good start. I have found that kids really enjoy this trip, and the return ride provides a good sharing of information. The boy who spent two hours riding the bus to an apartment he thought "sounded good" learned to check a map! The girl who spent a whole day downtown looking in stores thought she'd had fun until it was pointed out that if she had really been job-hunting she would have wasted a whole day, and possibly lost a day's salary.

After students have had this exposure we get together in small groups to play the "Out on Your Own Game." We drew the game on a white bedsheet, which we had folded in quarters and stitched along the edges, so that it is large enough for a group of students to sit around, and very easy to store. The game board has two sections, the outer path, where "chance" cards, "high school" cards, and "budget" cards are stored, and a center town, through which players must progress. Players start in high school, through the use of "chance" cards are given the opportunity to drop out, graduate, go on to college or work. As they progress through the town they must find a suitable job, a place to live, transportation to and from work--all of this must be done within a budget, including clothing, entertainment, utilities. There is a bank to provide loans, an auto insurance company, a car dealer, all staffed by players. Each turn taken is one month, and the game continues for twelve months. At the start of the game players set goals-salary, savings, car, etc. The player to achieve or surpass his goals (or come closest to them) is the "winner." The real winners, however, are those who learn something by playing the game.

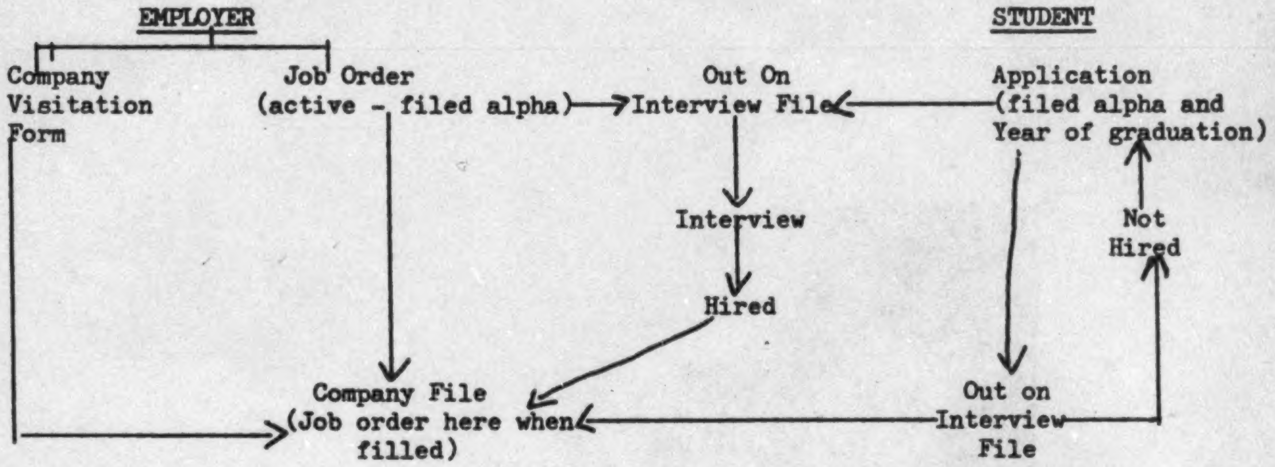
6. Senior Job-Hunting A big part of job-hunting is becoming aware of recources available in the area in which you are looking. In order to familiarize Senior students with the job situation in the Mt. Ararat area, a senior job hunt is held during the winter. The object of this hunt is to have students interview area employees to find out what types of jobs their companies' fill, how many people they employ, what background they require, the tasks assigned various workers, and projections for job openings in that company and the companys attitude toward hiring young employees. In order to organize the job hunt the needs assesment survey have been administered to seniors early in the year. From this survey is gathered the names of those who plan to be working after graduation. Once that target group of workers has been identified, they are administered Holland's SDS test to establish what basis job interests they have. Groups of students are formed based on their interests or like letter scores on the SDS. Students in these groups must each visit two employees who might potentially hire people of their interests. After these visits students come back to their core groups to report on what they have discovered about the local employment scene in relationship to their goals. Hopefully this technique will give students experience and confidence in interviewing, as well as some good solid information to use when they are actually ready to job hunt.

THE PLACEMENT PROCESS

Placement is the goals of our project. Successful placement gives us reason to gloat! It is hard to come up with a long, involved definition of placement, but since some sort of definition seems to be warranted let it suffice to say that: Placement is helping a well-prepared student to locate, apply, and be accepted into a job that is well-suited for him, and to continue successfully at that job until a promotion or better opportunity presents itself.

THE PLACEMENT SYSTEM

In order to keep track of students seeking work and employers seeking employees it was necessary to set up a paper-work system. It is especially crucial when someone other than the person contacting businessmen is doing the student interviewing (as Molly and I fast found out). Also, the quickest way to lose employer and student confidence is to lose track of their records. Setting up a placement system was our first priority. Our system used four basic forms to provide as much information as possible on both employers and applicants, which can be located quickly and easily. The following chart describes the system we use, listing the four forms: Application, Job Orders, Company files, Interview cards:


EMPLOYER
STUDENT
Company Visitation Form
Job Order (active - filed alpha)
Out On Interview File
Application (filed alpha and Year of graduation)
Interview
Not Hired
Hired
Company File (Job order here when filled)
Out on Interview File

Cross Reference File
List of Placements by
Year of Graduation

THE APPLICATION

At Mt. Ararat the actual process of finding suitable employment starts when a student applies to the Placement Office. At this time he is given an application (on following page) to fill out, and I use this form as a springboard to question the student and point out strengths and weaknesses in his interview techniques. It is important that a person understand why certain things are looked for on an application and in an interview. If you look back to the section on our Senior Seminar, under Student Development, you will see the types of questions that need to be answered, and reasons for some of the information which employers seek: The application form which we use is a standard card (5" x 8"), similar to the type which I have used in a personnel office. Because we use this form, we are often asking for information which seems pretty irrelevant to high school students, but we need to know how well they will do in filling out forms for employers. The data which the form provides for the Placement Office are: 1) Name 2) Address 3) Social security number (we keep forms and information on how to apply for those students who do not yet have numbers) 4) Telephone numbers (home phone and other numbers where messages may be left) 5) Previous addresses (to facilitate reference checking, a necessity on company employment records) 6) Date of birth 7) Courses taken 8) Year of graduation 9) Height and weight (these change frequently with high school age students!) 10) Name of person responsible for student 11) Work address of student's guardian 12) Transportation (own car? license? parents? bike? 13) Location(s) applicant could get to for work 14) The hours applicant can work 15) Special skills and interests 16) Previous work experience (including baby-sitting and odd jobs) 17) Character references (at school I request names of two teachers who the student has had, since these are easy to check quickly). After getting this information, I attach a copy of the student's schedule so that I may locate him quickly when I find a job he may be suited for, and also to facilitate planning pre-employment and follow-up groups.

Once the application has been accurately filled out, it is placed on file by year of graduation (YOG). We have found that categorizing students by YOG is very effective because:

1) Only seniors, graduates and school leavers are seeking permanent jobs as well as part time and temporary jobs.

2) Some jobs are categorized by age due to labor laws and insurance.

3) I handle all student cards when I check through the files for applicants for a particular job order, thereby keeping me familiar with the names of students who are registered. I have previously worked with systems where applicants were categorized only by one class of job (typists, sales, labor, etc.) and therefore were not contacted for any other kind of job.

Before it is filed, each application card should include as much information as possible regarding the applicant's personality, interests, jobs that could be considered, need for work, and desire to work so that when a job order is received I have as much data as possible to draw from in selecting candidates. The more aware we can be of the needs of both employers and applicants, the better chance there is of making quality placements.

I also feel that the application form itself is important. It should be of lasting quality, easy to handle, easy to file, and single-paged. Since we use 5" x 8" cards we can file them in a cardboard (inexpensive) index card case which we keep on top of the file cabinet. When I have an opening to fill I can take the application file to my desk to sort through--much easier than having to work from a file cabinet and bulky folders!

YOUNGER STUDENTS

I'd like to mention here that we have started a new policy for students under 16, who are not eligible to work for many of the employers we contact. We have printed 5" x 8" lined index cards with space to fill in name, address, telephone, year of graduation, birthdate, advisor teacher (homeroom), date of application,

Date:

Last Name First Middle | Soc. Sec. Number | Home Phone

MR.
MRS.
MISS

PERMANENT ADDRESS Street & Number City and State How Long

PREVIOUS 1. How Long
ADDRESS 2. How Long

Nearest Relative Employed By How Long

Date of Birth Month Day Year	Height	Weight	Married ☐ Single ☐ Widowed ☐ Separated ☐ Divorced ☐	Number Children	Citizen	Military Service Army - Navy - M.C. Dates

Physical Handicaps

High School Attended	Courses taken	No. Yrs	Graduate Yr.
College or Trade School	Courses taken	No. Yrs	Graduate Yr.

Do you live with parents? Yes ☐ No ☐
Do you own home? Yes ☐ No ☐
Do you rent? Yes ☐ No ☐
Are you willing to travel? Yes ☐ No ☐
Will you move out of State? Yes ☐ No ☐
Will you accept temp. position? Yes ☐ No ☐
Have driver's license? Yes ☐ No ☐
Have you a car? Yes ☐ No ☐
Ever Bonded? Yes ☐ No ☐

Check How you heard of us? News Paper Tel. Book Other

OFFICE SKILLS — CHECK OR FILL IN ITEMS YOU HAVE EXPERIENCE IN.

Shorthand Speed WPM
Typing Speed WPM
Name Office Machines:
Dictating ______
Bookkeeping ______
Billing ______
Calculator ______
Other ______

Switchboard PBX ☐
Bookkeeping ☐
Statistical ☐
Payroll ☐
IBM ☐
Inventory ☐
Hobbies

Other Experience or Skills

STATE POSITION WANTED
1st Choice ______
2nd Choice ______
3rd Choice ______

Lowest Salary Acceptable

Will you accept night work?
What Hours?

DO NOT WRITE IN THIS SPAC

FRONT

IMPORTANT - Starting with PRESENT or LAST employer complete EMPLOYMENT RECORD

PRESENT OR LAST EMPLOYER ______ Address ______ Supervisor ______
Kind of Business ______ Position ______ Salary ______
Date Started ______ Date Left ______ Why did you leave? ______
Describe Your Work: ______

NEXT PREVIOUS EMPLOYER ______ Address ______ Supervisor ______
Kind of Business ______ Position ______ Salary ______
Date Started ______ Date Left ______ Why did you leave? ______
Describe Your Work: ______

NEXT TO PREVIOUS EMPLOYER ______ Address ______ Supervisor ______
Kind of Business ______ Position ______ Salary ______
Date Started ______ Date Left ______ Why did you leave? ______
Describe Your Work: ______

CHARACTER REFERENCES:
1. Name ______ Address ______ Tel. ______
2. Name ______ Address ______ Tel. ______

INTERVIEWERS SPACE (DO NOT WRITE HERE)

and type of work desired. I interview these students briefly after helping them fill in the card, finding out about their transportation and odd-job experience. When people call for babysitters, housecleaners, snow shovelers, etc., I turn to these "job bank" cards. The rationale for the brief form is my lack of time combined with the fact that students this age were getting discouraged. They were filling out the same detailed application as older students and going through long interviews, then getting no results because we were concentrating our placement efforts on older students. Now many younger students have job-seeking exposure in classes and pre-employment groups, and we are not building up his expectations to a degree which, because we cannot follow through, will lead to a negative feeling about the Placement Office.

THE JOB ORDER

When an employer calls to list a job opening with the Placement Office, we need a place to put his information--therefore the Job Order Form!

JOB ORDER

Date ____________________

JOB TITLE ______________________________

COMPANY ______________________________

ADDRESS ______________________________

CONTACT ______________________________ PHONE ______________

JOB DESCRIPTION ____

____

____

____

____

____

SALARY ______________________________ HOURS ______________

REFERRALS

DATE	NAME	RESULT

The form serves two purposes--it keeps the information together and can be filed in the front of the Application Box, and it helps me remember which questions to ask an employer when the phone rings and I've got a million things on my mind! We print these on 5" x 8" sheets of regular paper, since they do not need to be as durable as the applications. They are kept with the application of those students who are interviewing for the job, and then are placed in the company's file when filled.

When a job order is received, the first thing to be established is the way the employer wants to handle interviews. Some employers want to see one applicant at a time (assuming that the Placement Office screens well) and will see a second candidate only if the first interview does not go successfully. Other employers want to see two or more candidates and make a decision after all interviews are completed. Once I have enough information to feel that I know what the employer is looking for I go through the application file and list those who seem qualified. While it sounds like a very long procedure, especially since some companies hire by pressing a computer button, there are benefits in checking through the file. It keeps my memory active regarding who's still job-hunting, and I often find candidates who had not come to mind immediately, and who are excellant choice. After I've made this list I call in the students to discuss the job with them. (Sometimes this means trekking around the building to track them down, this is why an attached schedule helps. At other times this may entail describing the same job to two close friends, and letting them compete. This can be touchy, so I usually talk to them both to see if they still want to apply, encouraging them to do so if they are well qualified. It can be even touchier if I feel one friend qualifies and the other doesn't-you can't send them both and expect the employer to handle the situation!) After seeing these students I must narrow the field down to two or three. This usually means basing decisions on such factors as location, hours worked, need, etc--the same reasons employers use to narrow down the field. Then the students who will go on interviews are given a run-down on the company, what to expect at the interview, what to wear, and how to get there (a map of the area is posted on the Placement Office wall for easy reference, these are often available through the local Chamber of Commerce). I still find that I'm not sure which is the best way to handle student interviews--handing them all of this information so that they stand a good chance of getting the job, or letting them learn through experience what they need to know. However, I usually find myself giving out as much information as possible and hoping for the best. I also have no answer to the problem of students who, for various reasons, will be extremely difficult to place, and who hound me for a job. Some students I really hesitate to send for interviews, others I send with baited breath, fearing that the employer will not hire anyone just to get even! There are various reasons why certain people are almost unemployable, and while we can work on some of these traits we can't handle them all. I have come out and bluntly told students that they smell bad and must bathe before they can go on an interview. They may use the school showers if they have no facilities of their own. This sometimes works for an interview, but a few days later they're back to their old habits, and if they are employed I can't follow them around to check up daily. Other people just do not have personalities suitable for jobs where they'll be in contact with people, or are highly irresponsible. I can explain this to them, but I can't force change. I usually tell them that I feel we must find a certain kind of job for them to be successful. Since this kind of explanation takes a special kind of tact, I probably never get across the message I'm trying to send! Often, these people must learn by experience, and when I take the chance and send them out (or when they find jobs on their own) and they fail, they've got a big strike against them in seeking further employment.

Once students have been on interviews I require them to check back with me to let me know how things went. I need this information for two reasons--I want to know if it looks as though they might get placed, and I need to know how they feel about the job in case the employer calls me before I can reach him. I do not like to speak with employers until I have checked with the applicants. I have found this to be one of the most difficult problems I've faced. If ten students have been out on interviews, I can't possibly track them all down for follow-up. Yet over and over again students fail to check in. Once they have received the aid they want, they don't seem to feel a need to report. In some cases these means that between the time they left school and the time of the interview they changed their minds and didn't go. GRRR! These are the things that try a Placement Person's soul! I'm probably exaggerating the problem, but at least you get the message that this has been an exasperating situation. Just guessing, I'd say one out of five applicants plays this game. If this shows a failure on our part to prepare them, could someone offer a solution? As it stands, I warn all interview goers that if they do not check back their cards will be removed from the file (but this causes not fear in the hearts of those who got the jobs because they get removed from the active file anyway! And, some of those who don't show up for their interviews don't dare to face me again-so they'd prefer to have their cards removed!) Yet, softy that I am, I have found myself seeking out some of these students a few months later to see if there's still time to save them!

After checking with students I call the employer to see how he's bearing up. Often the employer will call to see if he's hired, or not, but I like to beat him to the punch. If he has not hired the student I like to get as much feed-back as possible so that I can know what to tell the students, what should be worked on (if anything), and also to get a better idea of what kind of person the employer is and what type of employer he needs. An employer who is constantly cutting down the people he sees just wants something to complain about, and we don't need that. Other employers have a hard time saying anything negative and need help in their decisions. I'd just as soon have an employer hire no one than to have him hire someone he'll let go in a month. Remember, placements aren't all that count, success is the big factor. Anyhow, after all of this checking up has been done I usually know a lot more about the situation, which is great for future reference. If the first student (s) sent out were not hired, the information gathered frequently results in better candidates being sent out and placements being made.

THE COMPANY FILE

My company file fills a drawer in the file cabinet. It contains a folder for each company which has indicated an interest in the Placement Program. Naturally, all companies which have hired students are included here, and the application of students who are working are kept in the company file, as well as the job orders which have been filled. I also keep folders for companies which have listed openings with us which we have not filled. These old job orders provide good reference material when I am seeking companies to contact about hiring specific students. Finally, I keep folders for companies which have indicated an interest in the program, but have not yet given us openings, so that I will think to contact them when I have a student who might suit their needs. Each folder also contains a Counselor Visitation Form to give me needed information on employers, and any correspondence relating to that company. I keep a Job Bank file for odd jobs and short duration jobs.

Information which should be included in each file is:

1). Types and numbers of positions at the place of business.
2). The minimum age at which an employer may work for the business.
3). The educational level and training necessary.
4). The type of work experience preferred, if any.
5). The employer's willingness to allow student job observation, or to come to the school and speak to students.

In addition, such things as dress codes, acceptable hair lengths, personality of employer (general impression), and working conditions are added to provide further guidelines for successful referrals.

THE INTERVIEW CARD

MT. ARARAT JOB PLACEMENT PROGRAM
INTERVIEW CARD

Applicant ____________________
INTERVIEW:
Place ____________________
Address ____________________
Interviewer ____________________
Date ____________________
Time ____________________

The interview card is a small piece of paper given to students to give to the employers who interview them. The card serves two purposes:

1) It indicates to the employer that the student was referred by the Placement Office.
2) It provides the student with information needed for the interview, such as:
    a) Company the interview is with
    b) Address of interview
    c) Person to see for interview
    d) Date and time of interview

PLACING SENIORS PRIOR TO GRADUATION

Unfortunately, unlike institutions of high learning, employers cannot and good jobs will not wait until graduation day. Any secondary school truly committed to job placement must develop a procedure to allow seniors the opportunity to take a full time job prior to graduation.

The process at Mt. Ararat is facilitated by a graduation contract. Briefly, students and teachers make arrangements to independently finish required courses as well as any others the student desires to take.

The contract spells out the following stipulation:

1) Student agrees to return to school if full time employment ends.
2) The EXACT tasks must be completed to get credit for courses, and the way work will be submitted must be specified.
3) The time the student will meet weekly with the Placement Counselor must be specified.

The last point is worth some explanation. We at Mt. Ararat view the program as a transition effort. We still consider the student to be in fact a full time student who is involved in a final educational individual project--working full time. In this vein, it is a requirement that participants must meet weekly or bi-weekly with me to review the work project. In short, we do not cut them loose. We attempt to support them in those crucial first weeks in the world of work.

CONTRACT FOR GRADUATION
(Work Transition)

Name: ______________________ Date: ______________

Mt. Ararat School will award ______________________ a diploma and he/she will be able to participate in all graduation exercises upon completion of the following conditions:

1) Maintain the status of a full-time employee for ______________
In the event employment is terminated, ______________________
w will return as a full-time student.

2) Complete the following academic requirements by June 7:

3) Meet once a week with the Placement Counselor or another counselor to review work progress.

______________________ as of Semester 7 has ______________ credits,
He/she has decided to complete courses in ______________________
but does not need them to complete graduation requirements.

______________________ Student	______________________ Susan Gerendas Placement Conselor
______________________ Parent or Guardian	______________________ David Manson Director of Guidance
______________________ Judith Steinfort English Department	______________________ Lindon Christie, Jr. Principal
______________________ William Anderson English Department	

This process has been very successful. The contract requires signatures from the student, all teachers involved, Placement Counselor, Director of Guidance, and the principal. Everyone is involved; everyone gets a copy. This program usually is in effect in the last marking quarter. Seniors at this time usually only need senior English to graduate.

One finding may be helpful. At first glance one might anticipate that such a possibility as just described would result in half the senior class vanishing after Christmas. N ot so. The fact is that only the most seriously job-oriented seniors were interested in exercising this option. Most preferred to take a chance and wait for what opened up after graduation.

COORDINATION WITH EXISTING PLACEMENT AGENCIES

The chances are good that there are other organizations doing some sort of job placement in almost any area. Among these would be school work/study programs (both secondary schools and post-secondary institutions offer these), rehabilitation programs such as Abilities and Goodwill, projects for ex-prisoners, various welfare programs sponsored by state and local government, as well as work done by the National Alliance of Businessmen's JOBS programs. For a variety of reasons I think it is a good idea to meet with people working in placement in a particular area. For one thing, you might find ways to coordinate and unite efforts so that local employers are not hounded to death by people seeking to corner the market on their job openings. Secondly, the knowledge we gain helps us to decide exactly what we need to offer, and to be aware of other alternatives for referrals of those people we may not be able to help as adequately as another might.

At Mt. Ararat we were only able to locate three agencies providing placement services: Maine Employment Security, school work/study programs through Vocational Region 10, and the now defunct Neighborhood Youth Corps. However, we have met with placement officers at the University of Maine, Abilities and Goodwill, National Allianceof Businessmen in Portland who, while they do not handle the placement of people from our district, have offerred suggestions and been generally encouraging and informative.

1. WORK/STUDY PROGRAMS. The closest affiliation which I have had as Job Placement Officer has been with the local work/study instructors who work out of our Regional Vocational office. It was at first anticipated that our project would be viewed as competition by school based work/study programs. We were wrong! I meet regularly with the Distributive and Cooperative Education teachers who are also involved in job-seeking for their students. We are able to share information regarding employers, students, particular jobs, and common frustrations. We have been working together on an ongoing Employer Survey, dividing employers to be contacted and sharing the information we have gained. I think that this system is very easy on employers since only one person contacts a particular employer. If an employer has a job opening he contacts whoever he feels most comfortable with, and that person gets the first chance to fill the position. If any of us gets a job order he cannot fill, we tell the others what it is, and refer their students for them. When I have an opening I need help filling I usually meet the students who the work/study teacher wants to refer before calling the employer, if time allows. This way I can discuss the students with more confidence. Otherwise, I ask the employer if the teacher who knows the student best may contact him. Employers seem to like this policy, because they don't mind hearing from us frequently when they have an opening, but when there are no openings it is embarassing for them to have to repeat the fact to four or five different people! Our findings

in this area have been that the kinds of positions which work/study students can fill tend to be those which students can go to early, due to their modified school day. On the other hand, I am mostly seeking full time or afterschool jobs. Since there is this difference between the kinds of jobs we are seeking, work/study and Job Placement can well wrok hand-in-hand.

A second benefit which can be gained by coordinating efforts is sharing of materials and ideas. Since the work/study teachers meet their students daily in class they have developed some good materials which can be used in my pre-employment groups. They also welcome any materials I might have available. Who wouldn't appreciate help with lesson plans?

2. MAINE EMPLOYMENT SECURITY COMMISSION. During our second year the project became a cooperating agency with M.E.S.C. A contract was negotiated with M.E.S.C. which entitled us to receive daily a microfiche listing all current job openings in the state which are registered with M.E.S.C. We used this mostly for placing graduated seniors and work/study students, however the information also gave us a good idea of opportunities existing in the state for future planning. Unfortunately, schools in the state have lost this service due to the cost of producing the microfiche. I still am able to contact the local M.E.S.C. office in Bath to refer specific students and to have the G.A.T.B. test administered to graduates who are in need of some help in establishing their aptitudes. M.E.S.C. also publishes monthly statements of employment rates in various fields and projected future job outlooks which are helpful to show to students who are making vocational choices.

3. THE NEIGHBORHOOD YOUTH CORPS. This in-school youth aid program has been terminated due to cuts in federal spending, but while it operated Molly handled the program at Mt. Ararat. Her duties constituted establishing financial eligibility of students, locating job sites at the school or other local nonprofit institutions, placing needy students i these jobs, and maintaining contact with the students and their supervisors throughout the school year. Salaries of these students were paid by the Youth Corps, and Molly had to submit time cards and distribute checks. This was a good for us, because she really was an employer, and faced some of the difficulties of that position, such as students not showing up for work, disagreements between supervisors and employees, etc. Her constant contact with supervisors also provided another link between the Placement Office and other departments in the school.

FOLLOW-UP

In order to prove that we have faith in our students we feel that we must do more than wish them well and keep our fingers crossed! To keep track of all of our Placements we have developed a follow-up system. Each student who is placed by us is recorded on a 5" x 8" index card. These cards list the student's name, year of graduation, employer, job title, date started, dates of follow-up, date left, and reason for leaving for each job the student has held. These cards are kept in a separate follow-up box, and I try to check through them every other week to make certain that I have called each employer at least twice during the first two months of a student's job employment, and that all students have been scheduled for follow-up groups. We have a three-pronged program for these follow-ups: employers, graduates, and students still at Mt. Ararat.

1. EMPLOYER FOLLOW-UP. This aspect is largely handled by calls or visits to employers to check on student's progress. I try to check through the student cards twice a month to make certain that all employers have been contacted during the first critical month of a student's employment. During conversations with employers I encourage them to relate any problems they see in employees as a group, in students placed as employees, and in employees' relations with each other. Employers are also encouraged to provide positive reinforcement to students they have hired by pointing out the student's strong points. If there is a definite problem to be resolved, I like to speak to the student first and give the student enough confidence to handle the problem directly with the employer. If necessary, I meet with the employer and the student (either separately or together) to see if the problem can be ironed out. It has been our experience that most problems arise from misunderstanding in the early days of employment, therefore if an employee can make it through this period he should be all set. There are some situations which cannot be resolved, and in these cases I like to try to make the separation as amicable as possible, with both parties giving enough notice of separation and/or fulfilling all of their duties until the employee has left the job.

2. POST-GRADUATE FOLLOW-UP. Anyone who has worked with graduating seniors knows that believing each will have formulated and implemented specific graduation plans by commencement is a "pipe dream". We found, for example, that 47% of our 1974 graduating class ended up doing something other than what they had indicated in March prior to graduation. Thus the prime reason for senior follow-up is to identify those who are unexpectedly in the labor market and need placement assistance.

   Seasonal summer employment makes follow-up especially important in areas where tourism is significant. Seniors will frequently apply for a "summer" job which terminates in late September, leaving them unemployed. For this reason, we do our follow-up of graduates in October and November when the "season" is over.

   A. Graduate Survey. Each year we contact by telephone all of the previous June's graduates to find out their present status. Although this is a monumental task, requiring evening hours t reach people at home, it gets much better results than mailing surveys would, and it costs less. We also derive great benefit from the public relations which this survey provides. The canvassing gives us the following information, as well as the pleasure of renewing old acquaintances:
      a) The number of graduates doing (or not doing) what they had planned the previous year, whether this was working full time, continuing their education, or working part time while in school.
      b) The number of those placed through our office who are still working.

Employer Follow-up Card

(a lined 5x7 index card)

Name: Regional Electric Company
Address: Main Street
Centerville
Contact: Tom Moore Telephone: 723-4286

Initial Visit: 3-14-74
Jobs must be publicized through State Employ-Service Commission. Applications kept on file. No jobs open now, possibility of summer jobs. All males would probably start out as metermen. Takes 5 or 6 years to train as a lineman. Clerical jobs also available, possibly even for summer. Jobs open as needed, without too much predictability.

6-12-74 Hired Tom Johnson ('74) as meterman
6-19-74 Tom doing okay according to him and employer
9-20-74 Contacted to check on openings. None. Tom still there, doing fine. Has gotten 2 raises.

JOB PLACEMENT PROGRAM - SENIOR FOLLOW-UP SHEET

1. Name____ 2. Date____________________

3. Present Address__________________________________ 4. Phone Number____________________

____

5. Permanent Address(if different)__________________________ 6. Year of Graduation____________________

____

7. I am currently (check all that apply):

a)____in school. Name of school______________________________

b)____working part time. Location______________________________

c)____working full time. Location______________________________

d)____working, but seeking other employment.
Location of present employer______________________________

e)____unemployed.

8. If you are working (full or part time), please answer the following:

a) What are you doing?______________________________

b) What is your salary?______________________________

c) What about your job do you like?______________________________

____

d) What about your job do you dislike?______________________________

____

9. Did you work this summer?____Where?______________________________

10. Would you like help in any of the following?
Check those that interest you:

a)____Job hunting

b)____Career choice

c)____Information on further education

d)____Problems with present school or job

11. If you are currently employed or have been employed recently, would you be interested in participating in a Workshop Group (2 or 3 sessions) to help the Placement Office to determine your needs and the needs of future students?________

COMMENTS:

c) The number who are unemployed but actively seeking work.
d) The number who are currently employed but are seeking other work.
e) Those graduates who are now wishing to continue their education, or want to change schools, and would like assistance from a guidance counselor.
f) Changes in address are noted.

We have found that graduates who have changed their plans, whether they were going to school and have decided to work full time instead, or have been working and now want to go on to school either full time or part time, fully appreciate the chance for aid and the fact that we extend the helping hand.

B. "Job Hunt" Team. When the Graduate Survey indicates that there are more than three or four people currently seeking work, I have organized a "Job Hunt" Team to save duplication of efforts and my time. The object of this activity is to get unemployed graduates to pool their job seeking efforts. It does not take much planning on my part - I simply invite all those concerned to meet together. They exchange information on what kinds of jobs they desire, where they have already liiked, leads for openings which they are not interested in, but someone else might be. They also provide support and share each other's frustations. This has only been done once so far, but resulted in two placements of six students!

C. Faculty and Graduate get-Together. In January we sponsor a meeting of the past year's alumni with interested faculty members. This is held early in January while college students are still home on Christmas vacation, and in the evening so that working graduates may participate. The rationale for the get-together is that most curriculum, including Job Placement's educational component, is based (to varying degrees) on educator's perceptions of what it is really like in the "outside world". Attempts to verify the accuracy of our assumptions of what our graduates face by and large do not exist. It is therefore reasonable to suspect that in a period of great social and economic change our perceptions of the necessary preparation for success upon graduation are no longer accurate. Graduates themselves are the only valid sources of information about what faced them. The Faculty/Graduate evening is designed to provide a forum for this type of feedback. It centers around getting recent graduates and faculty into face-to-face discussion of the experiences they have had since they "parted".

Here's how we do it:

1. Mt. Ararat's Faculty/Graduate Evening is held the first week following our Christmas vacation. Due to the lengthy semester break of most past-secondary schools at this time we are including avery large percentage of grads who are in the area for the holidays.
2. Graduates are invited by mail, and receive a slip to return to us whether they will attend or not. Usually more students show up than return slips! We also call some of the more active graduates to stir up enthusiasm. Response has waivered between 35 and 45 per cent of a class, which we feel is good, especially since the graduates who attend are usually involved ia a variety of pursuits - work, school, or a combination of both.
3. Informal socializing among students and faculty is very much encouraged, so refreshments and ample time to mingle are provided. However, a question and answer agenda is provided to give structure to group sessions. We usually divide into four small groups; each group has a chairman to

FACULTY - GRADUATE GET-TOGETHER

AGENDA

7:00 - 7:15 Welcome

7:15 - 8:30 Group Discussion

Topic I. "The First Six Months--Were You Prepared?"

In what way?

To what degree?

What particular skills are now required of you? Did Mt. Ararat furnish them?

How should our school be changing?

What did Mt. Ararat provide, that other schools seemingly did not?

Topic II. "The First Six Months--Opinions as Member of Community?"

What differences have you found between like as you expected it to be after graduation, and what it turned out to be?

Mt. Ararat--as the community sees it.

Is Mt. Ararat on the right track?
What is on your mind? Concerns, problems

8:30 - 9:00 Refreshments - Social

insure that the effort will result in usable data, and a recorder to take notes of what is said. Groups are formed by handing out numbered agendas to both staff and graduates, all cf those having number one sheets forming one group, etc.

4. To insure that all of the groups provide feedback in the areas we consider crucial, such as the adequacy of high school preparation which students have received, the agenda is divided into two parts: The First Six Months - Were You Prepared? and The First Six Months - Opinions as Members of the Community. Questions covered in the first section are such things as: Were you prepared for success? In what particular skills do you feel you have definitely good/poor preparation? Did Mt. Ararat provide you with anything that others you work or go to school with did not receive? How should Mt. Ararat be changing?

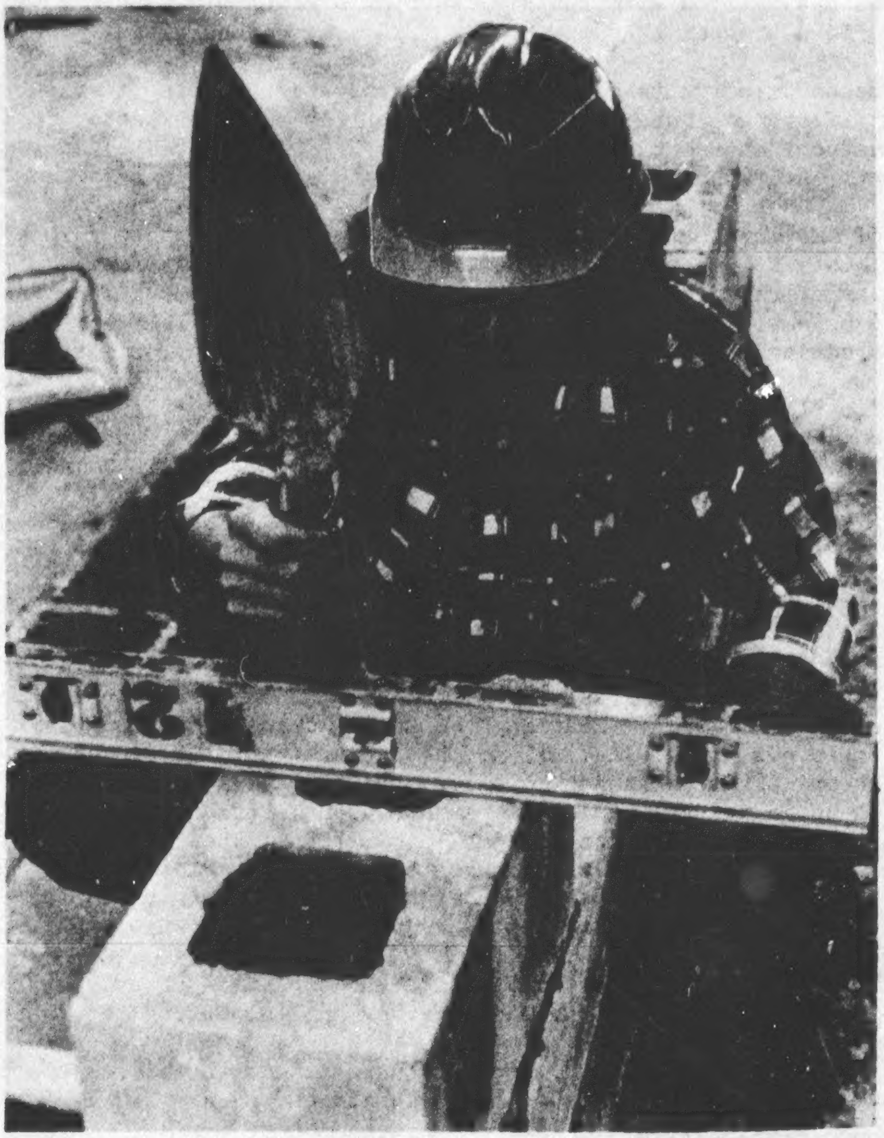
The second session is geared more to graduates adapting to the community: What differences have you found between life as you expected it to be after graduation, and what it turned out to be? How does the community see Mt. Ararat? Are we on the right track? What is on your mind?

All of the information gathered is compiled into a report which is sent to all staff members and the Superintendent of Schools. Some of the results of these sessions have been that the Placement Office has tried to do more work on how to find a job (most students felt adequately prepared for interviews) by instituting Job Hunt programs of our own and by distributing undergraduate Seminar materials to be used in classes. The Job Placement Office, as well as Home Economics, Sociology, English, and Business classes have offerred more information on budgeting and practical expenses. More career and education materials have been added to the guidance department, and groups established to use these. Also, students requested more vocational programs, these have been increased each semester, but the plans for this growth had existed without these suggestions (although Regional Vocational Coordinators are glad to have this kind of information).

3. UNDERGRADUATE FOLLOW-UP GROUPS. The first weeks on a job are crucial to an employee's overall success as well as his chances of future employment. They are also the most difficult. Learning the work routine, adjuxting to the boss and fellow employees, surviving, all mustbe coped with. This is especially trying to an adolescent of his first job. Follow-up during this critical time period is handled on an individual basis with each student. We try to keep in contact with them during their first weeks on the job, and let them know that if they have any questions or problems they are encouraged to come to the Placement Office to discuss them. Beside this individual counseling we try to work each placed student into a follow-up group to assist them in adjusting to their new jobs. The goals of these groups are:

A) To provide group support and advice about on-the-job problems.
B) To teach job retention and job-leaving skills, trying to instill a good work attitude.
C) To provide students with information pertinent to them as employees, such as minimum wage, labor laws, health and safety laws, benefits, social security, income tax.

The groups are organized with from four to eight students who are scheduled for meetings during their free time. Attendance is mandatory. This stipulation is agreed upon when a student registers with the Placement Office. We have written a "nasty letter" form which is sent to students who fail to attend, informing them that they will receive no more assistance from the Placement Office until they attend a make-up session. This doesn't generally strike them as important at the time, but if they are in need of a new job at a later date we then require them to come to a group session before we will consider helping them. Due to lack of time follow-up groups are not constantly in existence, but we do try to start new ones every few months. This is why immediate follow-up on new placements must be handled on an individual basis. All students who have been placed since the last follow-up groups are sent for and given the enclosed questionnaire to fill out. The dates of follow-up are recorded on the student's card so that we can keep track of attendance.



Follow-up Group Questionnaire

NAME____

CLASS_____________ ____________________ DATE_________________________ _____

1. List the job or jobs the Placement Office placed you in.

Employer	Position	Dates
		From: To:
		From: To:
		From: To:

2. Check the things you like(d) about your job.

___Salary

___Fellow workers

___Supervisor

___Location

___Hours worked

___Type of work

___Employer (if different from supervisor)

___Other, Specify: ___________

____

3. Check the things you do (or did) not like.

___Salary

___Fellow workers

___Supervisor

___Location

___Hours worked

___Type of work

___Employer (If different from supervisor)

___Other, Specify: ___________

____

4. Do you understand what the deductions are (were) in your paycheck?

___Yes ___No

5. Do you know how to file your income tax return? ___Yes ___No

6. Do you know what the minimum wage is? ___Yes ___No

7. If you are no longer at the first job we placed you in, why aren't you?

A. Got fired because of
   ___poor attitude
   ___poor attendance
   ___lack of skills
   ___other, explain: ____

B. Quit because
   ___went to another job
   ___job wasn't what I wanted or expected
   ___didn't get enough hours

___got too many hours
___personality conflicts with employer or fellow employees
___personal reasons
___other, explain: ____________________________________

C. Got laid off

8. Check each of the following things you feel you need to know more about or would like to discuss in the follow-up group.

___Job seeking procedures
___Job keeping procedures
___Job leaving procedures
___Promotions, raises and benefits
___Paycheck deductions
___Budgeting
___Bank accounts--checking, savings loan
___Income Tax returns
___Consumer information
___Labor laws-minimum wage
___How to react to employer and fellow employee criticism
___Other: Specify: ____________________________________

9. Did you feel the Placement Office gave you adequate preparation for your job interview:
___Yes ___No

10. Did you feel the Placement Office gave you adequate information about the duties of the job you were placed in and the employer you worked for?
___Yes ___No

11. If you are having problems with your job, do you feel a meeting of the Placement Counselor and your employer would help things?
___Yes ___No

12. Do you feel you know enough about job hunting to find your own in the future?
___Yes ___No

*Note - Please leave a copy of your schedule in the Placement Office.

EVALUATION

We have been trying to emphasize interpersonal skills to job situations. In considering what we have done with your class, we would like some honest comments from you.

1. Student interviews
2. 4 "Companies" "assembly line"
3. Employer
4. Puzzle (review)
5. Maze
6. Job situations
7. Wrap-up

Which class do you feel you got the most out of?

Which class do you contribute the most to?

What would you have improved? or done differently?

FINAL EVALUATION CHART

Name ______________________

During this unit on work attitudes you participated in several activities which were designed to help you see how you perform as a worker. The final product in the unit we hoped would be an honest and objective of yourself and how you would fit into the world of work. Please fill out the following chart rating yourself as honestly as you can according to how you feel you performed in each activity. Your teachers will also fill out sheets on each one of you so that yo may compare how they rate you to how you rate yourself.

Rating System

6. Outstanding
5. Superior
4. Competent (above average)
3. Average
2. Meets Minimum Requirements (improvement Needed)
1. Unsatisfactory

	Assembly Lines	Puzzle	Maze	Job Situations Writing
Cooperation				
Drive (initiative, enthusiasm)				
Leadership (ability to win respect of others)				
Ability to Follow Instructions				
Dependability (attendence promptness)				
Ability to write, and speak clearly				
Sociability				
Creativity (unique or unusual approach)				

Also, the information on the questionnaire is compiled and kept so that we can compare data and see how we're doing!

FOLLOW-UP GROUP FORMAT. The meetings cover a variety of topics from Determination of Job Satisfaction, On-the-Job Problem Situations, Job-Keeping Skills, Promotions, Raises, Benefits, Money Problems, Labor Laws, and Changing or Leaving a Job.

Session One: As a kick-off group participants are given back their questionnaires. Each is asked to describe his job for the group. Answers to questions 2,3, and 7 are used to evaluate the student's work records. Going over these questions about their likes and dislikes on the job, as well as their outlooks on leaving jobs, leads to discussions of specific things which they have enjoyed about working (usually the money aspect comes in!) and problems they have had. Other questions are gone over and those who indicate a desire for assistance with their income tax forms are put on a list to be contacted after January 31. Those who indicate that they felt ill-prepared for their interviews of the duties of their jobs are asked to explain further and to offer suggestions as to how we might have better prepared them. Any students who are surrently having problems at work are asked if they wish the Placement Office to contact their employers. Most do not want us to do this, but will sit down with us to work out a plan for them to try, and we can then keep in touch with the student to see how things are going. In some cases I have advised a meeting between the student, the employer, and myself.

Session Two:(and other meetings if needed) deals primarily with job-keeping skills. We use several methods to do this. Slides and filmstrips are available from a number of companies which depict on-the-job situations. We have written skits of a waitress being hastled by a customer and a gas station attendant being blamed for what someone else did. These skits have no endings and the student must state how he would resolve the situation. We have also written problem situations (taken from students' actual troubles on the job--the names are changed to protect the innocent!), including two on the proper and not-so-proper ways to quit a job. These descriptions were given to the drama club, who acted them out and put them on video tapes. This is quite effective and usually lends itself to discussion. We had tried to videotape bad and good interviews, but we exaggerated the bad interview so much that it is pure comedy. The key to good video-taping is to have well-constructed, brief skits for students to act-out, since longer skits lose the viewer's attention and take too much time out of what is scheduled. Another method which we are currently trying to design is Job Situation Cards. We've taken the idea from our Out--on-Your Own Game chance cards, and are writing a variety of problems that have arisen for students on the job. Students are divided into groups of two to role-play the situation for the whole group. Questions for the group to discuss are listed on each card, so that the "actors" know what they are to stress in the skit. After the performance these questions are open for group discussion. Example:

JOB SITUATION CARD

#3 Scene: The manager's office in a supermarket
Main Characters: Manager and cashier
Situation: The cashier has been working at the supermarket for 3½ months. She has heard from fellow workers that they got their first raise after working 3 months. She goes to the manager's office to inquire as to why she has not gotten a raise. She feels she has done her job well although she has gotten nervous and made mistakes when he was around.

JOB SITUATION CARD (cont.)

Questions to Discuss:

1. Were the manager's reasons for not giving her a raise adequate?
2. Do you feel the cashier defended her position adequately?
3. Was her attitude good or did she walk in with a chip on her shoulder?
4. What would you do in a similar situation?

EVALUATION

Is Job Placement worthwhile? Is this particular program effective? The answers to these questions provide an evaluation of our program, but there are more specific things needed. How many students are doing what they want to do? How many have retained their jobs until a better chance arose? How many have quit? What are their reasons? How many have been fired? How do our students do at interviews? Do they do any better than the average applicants at the places they apply? Are students satisfied? Are employers satisfied? I wonder if any of these questions will ever be adequately answered. However, the efforts which we make to follow up students and their employers do give us some means for judgement. I feel that our employer contacts, student follow-up questionnaire, and faculty/graduate get-together provide valuable evaluative materials. In addition to these we keep records of placements, successes and failures from year to year so that we can compare statistics. In addition to the evaluative techniques already mentioned, the senior class is surveyed in late May or early June to assess satisfaction with the program. Only Seniors are surveyed because they are the largest employable population and have had the most exposure to our program and the world of work. A sample survey form is enclosed. One particular value of the form is that we have one final chance to determine which Seniors still need placement assistance. It lets us know how many students have and have not visited the Placement Office, how many are stull working, and helps us determine student satisfaction with our efforts. After all, the program was designed for them!

There are other, less formal ways to evaluate a Placement Program. For one thing, if employers keep in contact and call back when they have new openings we must be doing something right! If employers suggest to their friends that they call us, we can't be all bad! But there's also the general public--keeping our eyes and ears open for comments can provide some feedback, although this is hard to record. We frequently make use of radio time and newspaper space to let employers know that we still exist. At first we had to seek out the radio stations and reporters, they have since been contacting us, I think that's also progress! Finally, we must keep track of ourselves. In order to do this we devised a daily account-ability form. This helps us to determine where we are putting our efforts and if some redirection is necessary. By keeping these from year to year we can compare progress. These forms are filled out weekly and information is compiled monthly. Placements are not always as high as in May and June, but it helps to remember how many students are still working because we helped them out. A copy of our Weekly Tally Sheet follws.

THE END.

Finally, with an active writer's cramp, I would like to remind you that our system is not perfect, and we are open to suggestions. I also am willing to share with you anything which, now that you have become familiar with our program, you might feel would be helpful to you. If I cannot help you myself I will try to put you on the trail of someone who can. I can be reached at Mt. Ararat School, Topsham, Maine, 04086 or call 207-729-8763. I hope that I have been able to offer you something which you can use to help your students or clients!

Sincerely,

Sue

NAME____

JOB PLACEMENT PROGRAM EVALUATION

1. Have you seen the Job Placement Counselor this year? YES___ NO___

2. A. If "NO" why not?

☐ working already ☐ no interest

☐ think I've got a job (not sure yet) ☐ What Job Placement Counselor?

B. If "YES"

☐ Did you get a job as a result?

☐ Did you get help in looking for a job, but found one on your own?

☐ Did you get information on Job-seeking skills?

☐ Did you get encouragement about job hunting?

3. A. Did you participate in the Job-Seeking, Job-Keeping Day? YES___ NO___

B. If "YES" would you recommend repeating this next year? YES___ NO___

If "NO" do you feel you have the skills necessary to be a successful job hunter? YES___ NO___

4. A. Are you working now? YES___ NO___ WHERE? ______________

B. If "YES" do you like the job? YES___ NO___

C. If you don't like the job, what don't you like about it? (Check as many things as apply.)

☐ hours ☐ wages

☐ type of work ☐ employer

☐ location ☐ people you work with

5. A. Did the Job Placement office help you develop skills which you used in find your job? YES___ NO___

B. Did the Job Placement office help you find your job? YES___ NO___

6. Do you think the Placement office is a worthwhile part of the Guidance Department? YES___ NO___

7. Are there any improvements you would like to see in the Placement Program? YES___ NO___

What are they:

8. We just want to tell you that the Placement Office will be open this summer, and you are all welcome. It would be best to call 729-8763 to see when Sue will be here before coming in. Also - the Placement Office is here to help you whenever you might need aid after graduation, so if you'd like some help, please feel free to stop in.